

(Summary continued):

Children will be guided to appreciate and understand cultural diversity of which they are a part, focusing on letter and sound recognition, vocabulary, sequencing, directionality and print awareness. The maximum award for one project application is \$4.5 million. Palm Beach County is requesting \$3,894,367.00 to fund this educational project, with no in-kind match required. The deadline for electronic submission of this grant application was June 18, 2009. Due to the preparation time submittal deadlines and BCC meeting dates, the grant had to be approved prior to full board approval. Countywide (AH)

Background and Justification: Palm Beach County Cooperative Extension applied for a total of \$3,894,367 in grant funding, which will pay for personnel costs, fringe benefits, travel expenses, supplies and contractual services. Since this is a collaborative project involving other organizations, the planned allocation of funding is as follows: Palm Beach County Head Start - \$799,329, Palm Beach County Library - \$147,500, Palm Beach County School District - \$150,000, University of Florida - \$356,917, Florida Atlantic University - \$176,418, Palm Beach County Cooperative Extension Service - \$1,981,051, Indirect Cost - \$157,412.

The deadline for submission of this grant application to the United States Department of Education was June 18th, 2009. Due to preparation time, submittal deadlines and BCC meeting dates, the grant had to be submitted prior to full Board approval. In accordance with PPM #CW-F-003, the BCC Chairman signed the grant application on behalf of the Board. The grant application is now being submitted to the entire Board for approval. If awarded this grant, Cooperative Extension will submit an agenda item for the grant award and a budget amendment to acknowledge receipt of the funds.

II. FISCAL IMPACT ANALYSIS

A. Five Year Summary of Fiscal Impact:

Fiscal Years	<u>2009</u>	<u>2010</u>	<u>2011</u>
Capital Expenditures	_____	_____	_____
Operating Costs	_____	_____	_____
External Revenues	_____	_____	_____
Program Income (County)	_____	_____	_____
In-Kind Match (County)	_____	_____	_____
NET FISCAL IMPACT	*	_____	_____
# ADDITIONAL FTE	_____	_____	_____
POSITIONS (Cumulative)	_____	_____	_____

Is Item Included in Current Budget? Yes ___ No X
 Budget Account No.: Fund ___ Dept. ___ Unit ___ Object ___
 Program _____

B. Recommended Sources of Funds/Summary of Fiscal Impact:

Funds originate from the United States Department of Education – Early Reading First grant program.

C. Departmental Fiscal Review: _____

III. REVIEW COMMENTS

A. OFMB Budget and/or Contract Dev. and Control Comments:

* No fiscal impact at this time. The department will amend the budget upon receipt of approval letter.

Jam [Signature] 8.24.09
 (UD) OFMB/Budget CP
 8/19/09 8/17/09

[Signature] 8/24/09
 Contract Development and Control

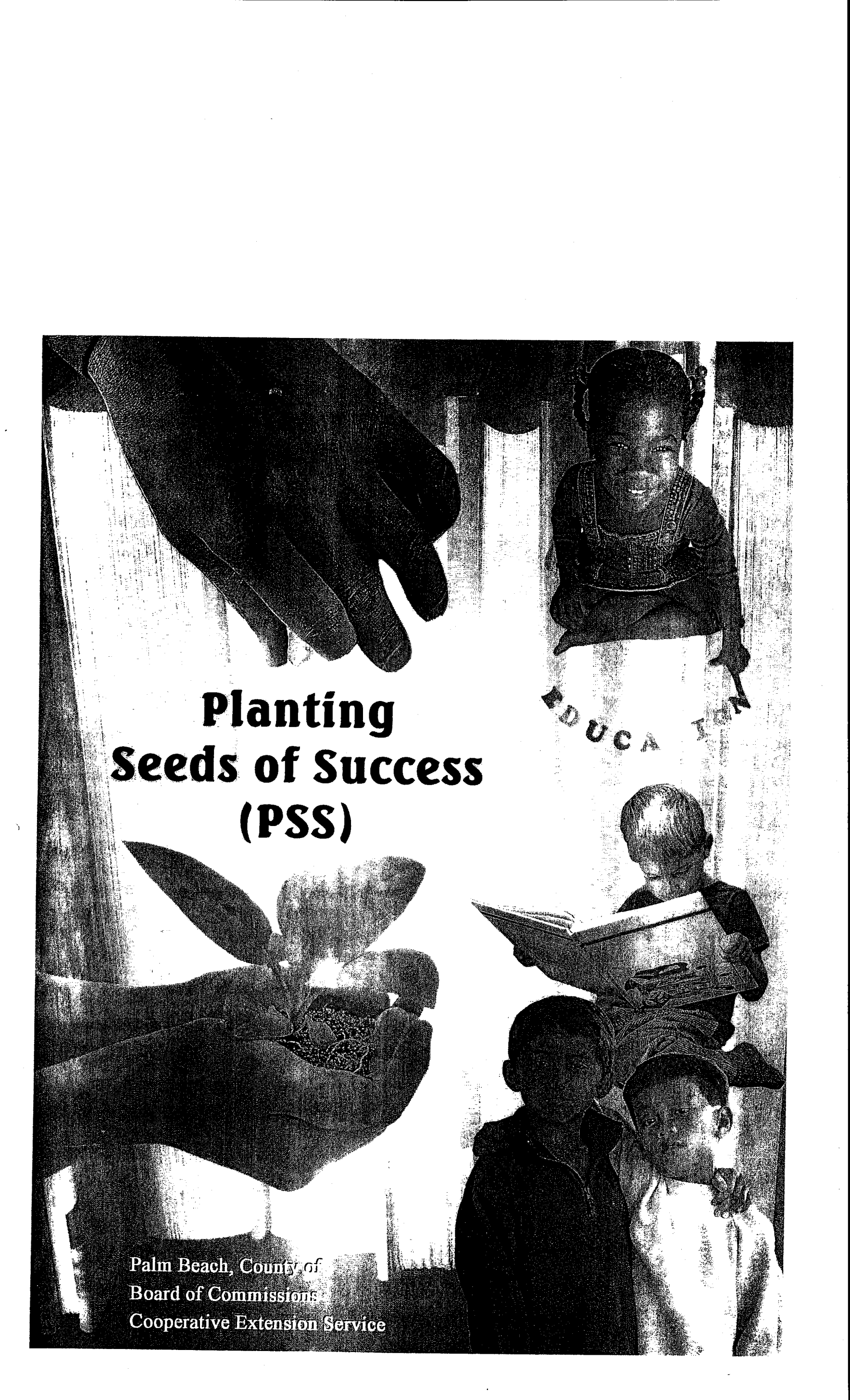
B. Legal Sufficiency:

Anne Velgent 8/26/09
 Assistant County Attorney

C. Other Department Review:

 Department Director

This summary is not to be used as a basis for payment.



**Planting
Seeds of Success
(PSS)**

Palm Beach, County of
Board of Commissions
Cooperative Extension Service

OMB No.4040-0004 Exp.01/31/2009

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received: 6/16/2009		4. Applicant Identifier:	
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier: NTSKMVCMXD	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: Palm Beach, County of Board of Commissions			
* b. Employer/Taxpayer Identification Number (EIN/TIN): 596000785		* c. Organizational DUNS: 078470481	
d. Address:			
* Street1:		301 N. Olive Avenue	
Street2:			
* City:		West Palm Beach	
County:		Palm Beach	
State:		FL	
Province:			
* Country:		USA	
* Zip / Postal Code:		33401	
e. Organizational Unit:			
Department Name: Cooperative Extension Service		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix: Mrs.		* First Name: Maisielin	
Middle Name:			
* Last Name: Ross			
Suffix:			

Title:	Program Supervisor		
Organizational Affiliation:	County Employee		
* Telephone Number:	(561)233-1742	Fax Number:	(561)233-1762
* Email:	MROSS@PBCGOV.ORG		
Application for Federal Assistance SF-424		Version 02	
9. Type of Applicant 1: Select Applicant Type:			
B: County Government			
Type of Applicant 2: Select Applicant Type:			
Type of Applicant 3: Select Applicant Type:			
* Other (specify):			
10. Name of Federal Agency:			
U.S. Department of Education			
11. Catalog of Federal Domestic Assistance Number:			
84.359B			
CFDA Title:			
Early Reading First: Full Application 2009			
* 12. Funding Opportunity Number:			
ED-GRANTS 030301-001			
Title:			
Early Reading First 84.359A and B: Full Application			
13. Competition Identification Number:			
84-359B2009-1			
Title:			
14. Areas Affected by Project (Cities, Counties, States, etc.):			
Belle Glade, Pahokee, South Bay cities in Palm Beach County, Florida			
* 15. Descriptive Title of Applicant's Project:			
Planting Seeds of Success			
Attach supporting documents as specified in agency instructions.			

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 16, 19, 22, 23

* b. Program/Project: 23

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2009

* b. End Date: 8/31/2012

18. Estimated Funding (\$):

a. Federal	\$ 3894367
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$
g. TOTAL	\$ 3894367

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

PR/Award no. 5359B090080

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: John
Middle Name: F
* Last Name: Koons
Suffix:

Title: Chairman, Board of County Commissioners

* Telephone Number: (561)355-2202 Fax Number: (561)355-6277

* Email: JKOONS@PBCGOV.ORG

* Signature of Authorized Representative:  * Date Signed: 6/18/09

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to

amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute (s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

protecting components or potential components of the national wild and scenic rivers system.

- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: John F. Koons
Title: Chairman, Board of County Commissions
Date Submitted: 06/16/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Palm Beach, County Board of Commission Address: 301 N. Olive Avenue City: West Palm Beach State: FL Zip Code + 4: 33401- Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U S Department of Education	7. Federal Program Name/Description: Early Reading First CFDA Number, if applicable: 84.359	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Palm Beach, Board of County Commission Address: 301 N. Olive Avenue City: West Palm Beach State: FL Zip Code + 4: 33401-	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Palm Beach, Board of County Commission Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: John F. Koons Title: Chairman, Board of County Commissions Applicant: Palm Beach, County of Board of Commissions Date: 06/16/2009	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

ED 80-0014

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Explanation for Statement (2)

Attachment:

Title :

File :

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Project Title: **Planting Seeds of Success**

PR Award Number: **S359B090080**

Name of Authorized

Certifying Representative: John F. Koons

Title: Chairman, Board of County Commissions

Applicant: Palm Beach, County of Board of Commissions

Signature:

Date: _____
06/16/2009

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Palm Beach, County of Board of Commissions

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: John Middle Name: F
 Last Name: Koons Suffix:
 Title: Chairman, Board of County Commissions

Signature: _____ Date: 06/16/2009

OMB No.1894-0010 Exp.05/31/2012

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's(Organization)Name: Palm Beach, County of Board of Commissions
Applicant's DUNS Number: 078470481
Federal Program: Early Reading First **CFDA Number:** 84.359B

- | | |
|--|---|
| <p>1. Has the applicant ever received a grant or contract from the Federal government?
 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is the applicant a faith-based organization?
 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>3. Is the applicant a secular organization?
 <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4. Does the applicant have 501(c)(3) status?
 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>5. Is the applicant a local affiliate of a national organization?
 <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | <p>6. How many full-time equivalent employees does the applicant have? <i>(Check only one box).</i></p> <p><input type="checkbox"/> 3 or Fewer <input type="checkbox"/> 15-50
 <input type="checkbox"/> 4-5 <input type="checkbox"/> 51-100
 <input type="checkbox"/> 6-14 <input checked="" type="checkbox"/> over 100</p> <p>7. What is the size of the applicant's annual budget? <i>(Check only one box.)</i></p> <p><input type="checkbox"/> Less Than \$150,000
 <input type="checkbox"/> \$150,000 - \$299,999
 <input type="checkbox"/> \$300,000 - \$499,999
 <input type="checkbox"/> \$500,000 - \$999,999
 <input type="checkbox"/> \$1,000,000 - \$4,999,999
 <input checked="" type="checkbox"/> \$5,000,000 or more</p> |
|--|---|

OMB No.1894-0007 Exp.05/31/2011

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Maisielin		Ross	

Address:

* Street1: 559 N. Military Trail
 Street2:
 * City: West Palm Beach
 County: Palm Beach
 * State: FL * Zip / Postal Code: 33415 * Country: USA

* Phone Number (give area code)	Fax Number (give area code)
(561)233-1742	(561)233-1762

Email Address:

MROSS@PBCGOV.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?


Yes Provide Exemption(s) #:


No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

 <p>U.S. DEPARTMENT OF EDUCATION</p> <p>BUDGET INFORMATION</p> <p>NON-CONSTRUCTION PROGRAMS</p>	OMB Control Number: 1894-0008																																																																																											
	Expiration Date: 02/28/2011																																																																																											
Name of Institution/Organization: Palm Beach, County of Board of C...	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.																																																																																											
<p>SECTION A - BUDGET SUMMARY</p> <p>U.S. DEPARTMENT OF EDUCATION FUNDS</p>																																																																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Budget Categories</th> <th style="width: 15%;">Project Year 1(a)</th> <th style="width: 15%;">Project Year 2 (b)</th> <th style="width: 15%;">Project Year 3 (c)</th> <th style="width: 15%;">Project Year 4 (d)</th> <th style="width: 15%;">Project Year 5 (e)</th> <th style="width: 15%;">Total (f)</th> </tr> </thead> <tbody> <tr> <td>1. Personnel</td> <td style="text-align: right;">\$ 372,646</td> <td style="text-align: right;">\$ 387,750</td> <td style="text-align: right;">\$ 403,614</td> <td style="text-align: right;">\$ 0</td> <td style="text-align: right;">\$ 0</td> <td style="text-align: right;">\$ 1,164,010</td> </tr> <tr> <td>2. 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 <p>U.S. DEPARTMENT OF EDUCATION</p> <p>BUDGET INFORMATION</p> <p>NON-CONSTRUCTION PROGRAMS</p>	OMB Control Number: 1894-0008					
	Expiration Date: 02/28/2011					
Name of Institution/Organization: Palm Beach, County of Board of C...	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.					
SECTION B - BUDGET SUMMARY						
NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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Palm Beach County Cooperative Extension Service

Palm Beach County, Florida

General Education Provisions Act (GEPA) – Section 427 Requirement Statement:

In compliance with Section 427 of the GEPA, the Palm Beach County Cooperative Extension Service (PBCCES) provides this statement in reference to the Early Reading First program titled “Planting Seeds of Success. It is the intent of the Palm Beach County Cooperative Extension Service to take steps to ensure equitable access to and participation in “Planting Seeds of Success”, an Early Reading First initiative. It is the policy of this organization that no applicant, participant and or employee shall on the basis of race, creed, color, national origin, political affiliation, sex, disability, gender, age, or any other non-merit factor, be excluded from participation in or be denied the benefits of any program or activity. The PBCCES is aware of the barriers that can impede equitable access or participation of groups traditionally underrepresented based on color, race, national origin, gender, age, disability or are limited English proficient. Specifically, the PBCCES will take the following steps to ensure equity and participation.

1. Participating early childhood centers will meet ADA requirements for access to classrooms in which “Planting Seeds of Success” will take place.
2. The curriculum, supports, publications and postings provided by the Palm Beach County Cooperative Extension Service will contain stories and illustrations that depict diversity in families including race, national origin and age.
3. The coaches and literacy teams will reflect diversity in age, race and gender. The Project Director and participating Center Directors will conduct meetings at the sites to inform parents, teachers, staff and the target community about “Planting Seeds of Success”. Each employee and staff member will be held accountable for ensuring equality of opportunity within each program and activity.
4. The coaches and literacy teams will encourage participation by a broad spectrum of the community in literacy activities both in and out of the school setting.
5. The Palm Beach County Extension will apply the highest standards of equity to hiring practices related to the grant and encourage application of minority candidates for available positions.
6. The Palm Beach County Cooperative Extension Service will provide brochures and other print media in Spanish or other languages and an appropriate reading level to meet the needs of families.
7. The Palm Beach County Cooperative Extension Service will provide approved or recommended hardware, software and assistive technology to support literacy among students with disabilities. Individualized educational plans are made for each student with special needs, designed to affect educational performance.
8. As materials and assessment processes are being created, sensitivity will be given to providing non-culturally biased information to beneficiaries that protects their identity and uses a proficient interpreter when necessary. The Palm Beach County Cooperative Extension Service will not use materials or strategies that promote or show disrespect to any religious group.

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Project Abstract: Palm Beach County Cooperative Extension (PBCCE), partnered with PBC Head Start, educational institutions, and local organizations, proposes a unique Early Reading First (ERF) model titled *Planting Seeds of Success (PSS)*. The 301 3- and 4-year-old Head Start children will be served annually, for at least two consecutive years prior to entering kindergarten, in three sites in western Palm Beach County (Belle Glade, Pahokee, and South Bay), which are rife with poverty, high unemployment, low literacy, drug, and health problems. Children in these centers represent 5 different primary languages and seven nationalities. PSS will address all four Invitational Priorities: Intensity (full-day, full-year, high-quality, early childhood education programs); English Language Acquisition Plan (ELL); Kindergarten Transition; and Community-based Organizations. Using scientifically-based reading research (SBRR), PSS will create preschool Centers of Excellence by 1) implementing structured, culturally sensitive professional development that is grounded in SBRR; 2) providing sustainable, high-quality oral language and literature-rich classroom environments to build children's phonological awareness, phonemic awareness, print awareness, and alphabet knowledge skills; 3) developing the oral language and print-richness of each child's home environment, 4) using valid, reliable screening assessments to identify children who might be at risk of reading failure and to ensure children's mastery of early reading and literacy, 5) coordinate activities with the local education agency (LEA) to ensure a smooth transition into the elementary grades. All three centers have a direct feed into one or more of the eight LEA elementary and charter schools in the area. PSS planned activities center on the children and the classroom, supported by professional development, family/community involvement, successful transition to kindergarten, and ongoing assessment and evaluation. A unique characteristic is the infusion of the child's lived experiences through the implementation of the themes "green awareness," "agriculture/food," and "cultural identity."

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QUALITY OF THE PROJECT DESIGN – Selection Criterion 2, Factor 1: “The Pre-K years are an important time for children’s literacy growth. Children who are engaged in meaningful, knowledge-building experiences with print gain the foundational skills for becoming skilled readers and writers.”¹ The Planting Seeds of Success project (PSS) is founded on “scientifically-based reading research” (SBRR) and knowledge of the relationship between high-quality professional development and the acquisition of early literacy skills during the preschool years. The peer-reviewed research cited in this proposal and referenced in the Endnotes (App.1), complies with Section 1208 of ESEA in that systematic, objective methods were used and data was analyzed in order to assess observed or measured reading development, instruction, and difficulties experienced. The research-based strategies to be employed in PSS will help meet the needs of 3- and 4-year-old Head Start children at risk of limited literacy achievement by incorporating literacy-rich environments,^{1,2} phonological and print awareness,^{3,4} alphabet, oral language, screening assessments,^{5,6} and professional development.^{7,8}

The selected Early Reading First (ERF) NAEYC accredited Head Start centers (App.7) are located in the Glades communities of Belle Glade, Pahokee, and South Bay, in western Palm Beach County, Florida. In these cities, 33%, 32%, and 37% of the population respectively, live below the poverty level,^{9,10,11} on an average, 16% of adults 25 and older completed less than 9th grade compared to 5.7% of the population county-wide,¹² and 92 to 99 percent of children in the public schools qualify for free or reduced lunch.¹³ Agriculture, the area’s most important industry for creating jobs,¹⁴ attracts a large number of settled and seasonal migrant workers for whom English is a second language.

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At the center of the Planting Seeds of Success design model are the children and the classroom,¹⁵ supported by professional development,¹⁶ family/community involvement,¹⁷ successful transition to kindergarten,¹⁸ and ongoing assessment and evaluation.¹ Each of these elements is complementary and mutually supportive of children developing life-long literacy skills. A unique characteristic of PSS is the interaction of the child's lived experiences through the implementation of the design themes: "green awareness and practices," "agriculture/food," and "cultural identity," which are described in Selection Criterion 2, Factor 2, Purpose 1. Using the Florida Ag in the Classroom Pre-K materials, which conform to the Florida Sunshine State Standards,^{19,33} field trips, storytelling and cultural reminiscence by local residents, and materials produced using the children's own experiences and words, these themes will foster the development of rich literacy skills.

The *Creative Curriculum for Preschool*,²⁰ a comprehensive core curriculum which supports children's social/emotional, physical, cognitive, and language/literacy development, serves as a framework for classroom instruction in the Head Start classrooms. The Wright Group's *Breakthrough to Literacy (BtL)*,²¹ a comprehensive reading curriculum that addresses essential Early Reading First (ERF) components, will be used to provide intense literacy supplementation in each classroom. It combines extensive literature with explicit small group and individual instruction which are driven by assessment data. This curriculum was chosen based on its strong foundation of SBRR and successful implementation with preschool-aged children in various states. Breakthrough evolved out of more than 20 years of research at the University of Iowa; it is supported by the work of major reading researchers (most recently the National Literacy Panel).²² *BtL* showed positive outcomes on the TOPEL²³ in a 2005 study in

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Miami-Dade County (Selection Criterion 2, Factor 2, Purpose 1, page 4). Direct instruction will be used to teach phonological and phonemic awareness, vocabulary words, build fluency and enhance children's comprehension.²⁴⁻²⁸ Individualized software instruction, a direct teaching method, will allow children to listen and learn at their own pace. A comprehensive professional development approach will include *Creative Curriculum*,²⁰ *BtL*,²¹ and supplemental professional development which is comprised of theoretical perspectives and integrated theme-based approaches. All professional development activities are planned to coincide with teacher work days and pre-service days or on Saturdays, so that teachers are not unduly burdened and can balance their regular teaching with crucial and relevant professional development. Proposal goals are aligned to GPRA.

Selection Criterion 2, Factor 2, Purpose 1:

Goals: Prepare instructional and all Head Start staff and coaches to:

- 1) Effectively use new instructional methods and activities to increase children's oral language, phonological and print awareness, and alphabet knowledge skills.
- 2) Build teachers' confidence in using analyzed assessment results to improve instructional practices.

The project will support staff in their work with low-income,^{9,10,11} high needs children through professional development in the tenets of ERF, the provision of a comprehensive, research-based curriculum, and through special attention and services for children with special needs such as limited English proficiency, disabilities or other special conditions.

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Curriculum

Breakthrough to Literacy incorporates whole group reading, direct instruction in skill areas and integrated content; small group instruction using sequential mini-lessons in phonological awareness, vocabulary, print and language; and individualized instruction for students who are ready, using the computer for about 12 minutes a day. The latter go from simply listening to stories to manipulating words and sentences. It has proven results in Pre-K classrooms across the country; including ELL classrooms (notably a 2005 federally funded study in Miami-Dade County that showed Breakthrough children outscoring a control group on all measures of the TOPEL).²³ Features of the program are fully described in Purpose 3.

Meeting the Needs of Diverse Learners

The Head Start Disabilities Coordinator will continue to ensure that, working in partnership with the LEA, children with special needs will be promptly evaluated, IEP developed and implemented. Children's behavior problems negatively affect children's cognitive, literacy and language gains.²⁹ Head Start's Behavioral Specialist will ensure that Behavioral Intervention plans are developed and implemented. Cultural relevance must be considered when making curriculum choices and adaptations.³⁰ The *BiL curriculum* allows for a high degree of differentiation and is uniquely appropriate to support the growth of ELLs and children with special needs. The software allows students who are ready to proceed at their own pace, as it provides independent instruction in vocabulary, comprehension and letter-sound correspondence skills for children as they are ready and produces reports that help customize instruction. The program has auditory-visual supports and recording elements allowing for self evaluation of read aloud utterances.

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The curriculum comes with high quality books depicting persons and story lines of many ethnicities and cultures. In addition, staff will use communication techniques such as buttressing, repetition, referring to activities in view of the children, talking about what they are doing while expanding and extending words or phrases that the child uses in English. Children are encouraged to respond in English when they are ready.

Professional Development

Improved classrooms require comprehensive professional development that addresses a range of subjects, including: developmentally appropriate content and instructional strategies that encourage language and cognitive growth; appropriate selection and use of curriculum and classroom books; classroom organization and scheduling and assessment.³¹ To cover these needs, all partners are contributing to the overall professional development plan.

The Breakthrough to Literacy Curriculum

Breakthrough's professional development addresses the three different purposes of professional development: awareness, skill building and application. Awareness is established through 6 full-day workshops (2 each in years 1 and 2; 2 tailored to need in year 3). Skills are acquired through hands-on practice at these workshops. Application is accomplished in the classroom, often with the support of the Breakthrough coach who serves as a model, an observer, a mentor and a coach. Both the Administrator's Overview and Level I Training (includes best predictors of reading achievement, hands-on practice with weekly book activities, comprehension strategies, the pre-writing process, small-group and individualized instruction) will occur just prior to program implementation – in September. Breakthrough will also assist the teachers in setting up their classrooms. Level II Training (including oral language to print, the phonological journey,

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alphabet, assessments and customizing placement) will be scheduled for early spring after teachers have experience with the program. Four to five classroom visits spread over the first year will complete the first year of *BtL*²¹ training. At the visits, the *BtL*²¹ coach will assist each teacher according to need. She may model strategies, work with a small group, join the teacher in analyzing report data or observe and give feedback.

Level III Training (analyzing student report data, planning small-group instruction based on data) will be scheduled for year 2. A spring workshop during the second year introduces the alignment of *BtL*²¹ to Head Start and state standards. Teachers will map out a plan for meeting Head Start language arts objectives using Breakthrough. Four visits are interspersed across each of Years 2 and 3. Support for teachers is sustained over time. Teachers may contact the literacy coach by telephone or e-mail between visits with specific questions.

Supplemental Professional Development (SPD)

Supplemental Professional Development (SPD) will build on the training experiences provided by *BtL*²¹ and Palm Beach County Library, specifically accentuating the children's agricultural environment as the source of curriculum content for literacy based activities. The goal of SPD will be to strengthen and enrich young children's creative expression, problem-solving skills, inquiry processes, and motivation through intense engagement in all aspects of language and literacy learning. Provided by Florida Atlantic University and Palm Beach Community College professors, trainings will include presentations, demonstrations, discussions, small group activities, videos, hands-on "make and take" materials, research reviews, role plays, question and answer sessions, handouts, and professional coaching. All trainings are aligned with the National Head Start Outcomes Framework,³² and Florida Sunshine State Standards.³³

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SPD will incorporate Professional Development Modules, Teacher Workshops, and Mentoring Seminars, providing 60 professional development hours per year, for a total of 180 hours over three years. ERF goals will be correlated with integrated themes of "Agriculture and Food," "Green Awareness and Practices," and "Cultural Identity." Examples of the activities are: creating a literacy garden, cooking and reading family recipes, literacy in the market (corn and sugar labels and vocabulary), agricultural field trips and book making, origins of food (documentation boards), "green teams" of children and posters to raise awareness, pictures and written documentation of pollution and solutions, family oral history stories, cultural dictionaries (for letter recognition), making cultural songbooks, murals and mosaics with children's descriptive words, multicultural literature, puppet-making, and oral language. Early literacy skills with corresponding instructional strategies that will be emphasized and modeled throughout SPD include alphabet knowledge, phonemic awareness, print awareness, oral language, listening comprehension, and vocabulary.

Assessment and evaluation of SPD will include: 1) teacher and staff knowledge and level of effectiveness in classroom implementation (Selection Criterion 5, Factor 1), and 2) children's early literacy skills and performance levels (Selection Criterion 2, Factor 2, Purpose 4; Selection Criterion 5, Factor 1, Table 5). Data-based decisions regarding children's literacy skill levels will be central to the design and provision of high quality, effective SPD.

PBC Library ABC Kits

The Palm Beach County Library System will offer ABC Workshops to provide professional development for the Head Start staff and coaches. The ABC Workshop is a three-part series. In the initial visit, a librarian will present story times to both the children and staff using materials

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found in one of the theme-based ABC Kits. On the second visit to the center, the outreach librarian meets only with the Head Start staff, and defines the six early literacy skills that preschool children need in order to be ready to read: alphabet knowledge, oral language, phonological awareness, print awareness, print motivation and vocabulary. Books available in the library that emphasize each skill are shown. Ways to enhance these skills are demonstrated using songs, puppets, flannel boards, fingerplays and other activities. Teachers receive bibliographies of the books presented as well as additional titles for each skill. The workshop concludes with a demonstration of an ABC Kit containing everything a teacher needs to present classroom story times: six picture books, a flannel board story, a puppet or prop, a compact disc of children's music and a sheet of fingerplays and activities. They are encouraged to visit their local libraries where these materials can be borrowed. The librarian presents follow-up story times on the third visit. Teachers observe and participate in another story time and are encouraged to ask additional questions about early literacy skills, ABC Kits, and library services.

Table 1 below lists the proposed professional development training sequence.

Table 1: Professional Development Training Sequence

	Overview: SPD – Overview of CD: focus on language and literacy (reading and cognition); BtL curriculum training
Month 2	SPD – developing integrated themes promoting language & literacy; Theme-based ABC kits
Month 3	SPD – Supporting ELLs: SBRR strategies; ELLCO training
Month 4	SPD – Supporting children with special needs; PALS Pre-K & Get It! Got It! Go! training
Month 5	SPD – Cultural identify in ECE: BtL curriculum training
Month 6	Screening & assessment retreat; SPD – families & children in an agricultural community.SBRR classroom practices
Month 7	SPD – Agriculture/Food: creating a literacy garden; Theme-based ABC kits

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Month 8	SPD – Creating a literacy – rich grocery store in dramatic play area
Month 9	SPD – Cooking and learning literacy: reading recipes – letter recognition & sounds, conventions of print
Month 10	Theme-based ABC kits
Month 11	Screening & assessment data feedback retreat
Month 12	Pre-service Head Start training & targeted workshops
	BtL curriculum training
Month 2	SPD – Agriculture/Food: Vocabulary, phonics, phonemic awareness; Screening & assessment data feedback retreat
Month 3	SPD – Comprehension & oral language: storytelling and bookmaking (Ag)
Month 4	SPD – Ag. Field trips to promote literacy; Theme-based ABC kits
Month 5	BtL curriculum training; SPD – Letter recognition & sounds
Month 6	SPD – Comprehension through print and classroom literature events; Screening & assessment data feedback retreat
Month 7	SPD – Literacy and science composting and gardening; Theme-based ABC kits
Month 8	SPD – Literacy activities and oral language and environmental “green teams”
Month 9	SPD – Reducing waste and recycling in the classroom, literacy & oral language, documentation
Month 10	Theme-based ABC kits
Month 11	Screening & assessment data feedback retreat
Month 12	Pre-service Head Start training & targeted workshops
	BtL curriculum training – including identified needs
Month 2	SPD – creating “green” storybooks & cultural dictionaries; Screening & assessment data feedback retreat
Month 3	SPD – Family oral histories, bilingual storytelling, folktales
Month 4	SPD – Literacy enriched play centers; Theme-based ABC kits
Month 5	BtL curriculum training – including identified needs SPD – Sound recognition, rhythm & rhyme, big books
Month 6	SPD – Culture, visual arts & literacy; Screening & assessment retreat

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Month 7	SPD – Extending literacy & language activities in classroom learning centers, teacher-made literacy materials: Theme-based ABC kits
Month 8	SPD – Multicultural literacy & language learning in the classroom
Month 9	SPD – Celebrating our literacy learning, documenting autobiographical narratives
Month 10	Theme-based ABC kit training
Month 11	Screening and assessment data feedback retreat
Month 12	Pre-service Head Start training & targeted workshops

BtL= Breakthrough to Literacy, CC = Creative Curriculum, SPD = Supplemental Professional Development, CD = Child Development, ECE = Early Childhood Development, Ag = Agriculture

Selection Criterion 2, Factor 2, Purpose 2:

- Goals:** 1) Increase preschoolers' cognitive development through sustainable high quality oral language-and literacy-rich environments as measured by pre- and post-PALS-Pre-K,³⁴ PPVT-4,³⁵ CLASS,³⁶ and ELLCO³⁷ administration.
- 2) Develop the oral language and print richness of each child's home environment with the Take-Me-Home books and through parental involvement.

All centers are NAEYC accredited. The Classroom Assessment Scoring System (CLASS)³⁶ will be used to assess the overall classroom quality and the quality of teacher-child interactions on three primary dimensions: emotional support, classroom organizations and instructional support. Assessment will be conducted by Head Start certified CLASS³⁶ assessors three (3) times per year. The results will be reviewed by a team to include the Head Start curriculum support staff and Training Coordinators responsible for teachers, literacy coaches, UF's evaluation team, and Head Start lead teachers. Based on the results, each teacher's individual professional development (IDP) will be modified accordingly. Training and technical assistance and other support will be provided as indicated.

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The Early Language Literacy Classroom Observation tool (ELLCO)³⁷ will be conducted to assess the quality of the literacy environment in key areas of classroom structure, curriculum, language environment, books and book reading opportunities, print and early writing supports. It will be administered by the literacy coaches three times per year at the beginning, middle and end of each school year. The results will be reviewed by a team including the literacy coaches, Head Start curriculum support staff, head teacher, teachers and used to plan improvements in materials and strategies to enhance the literacy environment of each classroom.

Classroom Language and Literature Rich Environment: Language and literacy materials (books, writing tools, environmental print) will fill the room and be easily visible and accessible to children³⁸ and reflect the diversity of the participants. PSS will have at least 15 books per child in each classroom. Big Books, simple, beginning level decodable and leveled books in a variety of genres, trade books (representing the best children's literature to support various curriculum themes), magazines, charts, posters, signs and labels, photographs with captions, songs and information books³⁹ help children to see the power of print and hence, to value their own writing. Supports to *BtL*²¹ and *Creative Curriculum*²⁰ will be supplemented by a collection of books to be supplied by the library system. Literacy support materials in the room include puppets, story props, CD players, wordless picture books and a collection of large color photographs to build common vocabulary in both English and Spanish. Visual aids benefit all students, but particularly ELLs. These include: graphic organizers, timelines with rebus symbols, and realia that relate to as many senses as possible.⁴⁰ Written materials published by students (graphic organizers and class stories) are an important part of the environment and will be displayed so that children can easily look at them. Letter and word walls,⁴¹ peel-off sentence strips, and

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magnetic boards for plastic letters, student messaging and correspondence⁴² are quick, easy ways to change the words and sentences children see each day. Finally, print-rich classrooms will be stocked with take-home books, including copies of the featured story, which students add permanently to their own home libraries.

The classroom environment is not static. It advances instruction and facilitates learning, inspires wonder and verbal sharing. There is power in teaching and learning as well as in materials. In centers, children will not only play and explore, but also learn to communicate, share, problem-solve, question, experiment, develop motor skills, pretend AND apply what they learned during whole group, small group and other Centers. Teacher materials include strategies for activating background knowledge prior to introducing each story or activity, such as connecting a new story to a familiar one, to current events, or to some concrete item in the room. Teachers and students may bring real-life items and photographs that connect to stories. Children will also participate in on-site field trips to the Library System's Bookmobile which will visit each center.

Oral language is the foundation for reading⁴³ and is emphasized in the classroom. During shared reading, the children have many opportunities to use language, listen to appropriate language being modeled (full sentences with modifiers), learn new concepts (a frog's life cycle) and examine a diagram, and develop vocabulary (warning, tornado, shelter) and look at photo cards. The teacher reads and talks with the children about the focus book daily, expanding their enjoyment of the story's language and illustrations, while helping them connect the story with their everyday lives. The class expands the word wall which began with the children's names (the most important words of all!) and now includes words for many new concepts presented.

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These repeated interactive language experiences build upon each other to establish a strong foundation for reading success. The teacher reinforces the values of reading and writing with observations such as, "I'd better write this down so that I remember to bring it tomorrow." Or, "Let's look at the directions," as she and the children assemble an ant farm.

Classroom organization will reflect consistent routines, making sure that, ELLs are included, there are places in the classrooms where children sit quietly and use manipulations, look at books, pretend or play alone. Learning centers and educational materials are labeled in English and other languages, as indicated. To the maximum extent possible, at least one staff member in each center will be bilingual in Spanish or Creole, as is appropriate. This is supplemented by having bilingual capacity in the instructional support staff.

The Head Start program has budgeted for staff to take conversational Spanish and/or Creole classes at the local community schools or colleges. All Head Start and ERF staff will attend a Dual Language Conference which is planned annually beginning October 16, 2009. Family and Community Partnerships: Research indicates that language expansion outside the home and shared reading are important literacy experiences during the preschool years that affect children's readiness for school and continued school achievement.^{44,45,46,47}

- Read, Talk and Write at Home: Each week, the children bring home their Take-Home (TMH) books to share with family members and to keep. Before sending home the TMH book, the teacher models for the children how to discuss and read the book with their families. This home practice not only provides valuable lap-reading time, it also connects the family to the school and to the child's involvement in the classroom. Parents are asked to keep logs of the time spent reading with the children. Real conversation is

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emphasized through questions requiring extended answers and through take-home conversation “assignments” to be discussed with family members. At school, graphic organizers are used to share responses. Activities are infused with themes of local and family culture (See Selection criterion 2, Factor 2, Purpose 1) and include, but are not limited to, family literacy events and family storytelling; field trips to the County Library’s bookmobile; RIF-like events; support for parents to build home libraries; participation in the Library System’s “Families Reading Together” campaign in November and the Literacy Coalition’s “Read for the Record” campaign in October. Head Start parents will provide translation in Creole and Spanish as is necessary. A resource library will be established in the South Bay Center, allowing all parents to check out books to read with their children, as well as other materials on early literacy and parenting topics. Parents who speak languages other than English will be encouraged to enroll in ESOL classes.¹⁷

Literacy-Rich Home Environments: Children who read early tend to have parents or other caregivers who praise their early attempts to read. These adults don’t necessarily try to *teach* the children to read, but they do keep books in the house, read to the children, answer questions about what someone said, point out words and letters, value their child’s attempts to write and encourage children to continue writing. Parent support activities will include:

- Family Literacy workshops and other events: Parents at each center will have access to a parent/child lending library. The Literacy Coalition will conduct two family literacy nights at each center and the library will conduct two family literacy evenings per center at the local library each year. The first library activity will include a workshop on lap and

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side-by-side reading and families will be encouraged to get library cards. They will be given a book bag and a book. After five visits to the library, parents will receive a \$10.00 gift certificate. The second annual event will begin with a storytelling workshop to encourage families to value and share their history.

- Spanish Connections: To support literacy and language development of ELLs, the Spanish Connections (the ELL component that accompanies the BtL curriculum) will be purchased and implemented. A home literacy video in English or Spanish will be provided to parents.
- GED and ESOL: Through the Literacy Coalition, parents who have not graduated from high school will be referred to enroll in GED classes and non-English speakers will be supported to attend ESOL classes.
- Other activities to help parents support their children's language development include monthly printed progress reports, quarterly parent conferences, classroom volunteer opportunities for parents and celebration of families at school (e.g. Mother's Day, Cinco de Mayo, etc.). Parents and children will produce books of their "Family Stories".

Selection Criterion 2, Factor 2, Purpose 3:

Goal: Ensure that children, including English Language Learners (ELLs) master oral language, phonological awareness, print awareness, and alphabet knowledge skills necessary for kindergarten readiness as set forth by The Florida School Readiness Performance Standards (FSRPS), and measured by pre- and post-PPVT-4,³⁵ pre-midterm, and post-Phonological Awareness Literacy Screening (PALS Pre-K), and Get It! Got It! Go!⁴⁸ scores.

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Acquisition of literacy skills in PSS will occur along a continuum as children are developmentally ready. As a group, three year olds are not ready for the same activities and challenges as four year olds. Head Start currently utilizes the *Creative Curriculum*,²⁰ Galileo Story Teller⁴⁹ and other enhancements such as IBM Literacy software to introduce age-appropriate development of recognition of letters, knowledge of letter sounds, and the understanding that language is composed of phonemes, spoken language ability and knowledge of the purposes and conventions of print. The *BtL*,²¹ including the Spanish Connections curriculum will be added as an explicit, sequential way to expand on these skills but only as the children become developmentally ready for more structure. Supplemental professional development will additionally provide skills to adapt activities for children with Special Needs and English language learners. A description and analysis of specific activities follows.

The Wright Group's *Breakthrough to Literacy (BtL)*,²¹ is a comprehensive reading curriculum that has been correlated with the *Creative Curriculum*.²⁰ Professional development provided by the *BtL*²¹ trainers and FAU will ensure full integration of *BtL*,²¹ *CC*²⁰ and Head Start framework.³²

BtL follows a logical sequence. Listening comprehension begins with simple re-telling of story events and advances to evaluating, analyzing and summarizing, and building from simpler to more complex each day and throughout the week. Children are pre-assessed on alphabet letters (upper and lower case) and sounds, and then receive instruction on those that they do not know. The teacher may select specific letters and sounds for individuals, groups or the entire class. Children move through the writing process at a developmentally appropriate level and

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pace, from scribbling to drawing to copying letters, writing “words” with the letters they know, developmental spelling, and eventually to independent writing.

Differentiation to ensure all children master the precursors to reading is achieved through a combination of small group and individualized software instruction where children move through sequential lessons at their own level and pace, gaining *phonological and phonemic awareness* as a prelude to phonics; recognizing *words and syllables* which progress to identifying initial and final consonants; and *segmenting and blending phonemes*. Each week, the teacher will select one title to use as a focus book. She will read the book and provide both whole-class and small-group instruction related to letters, sounds, words or concepts within (or relating to) the book. At the end of the week, the children receive copies to keep and add to their home libraries. Children “read” the story themselves, both on the computer and in print. During the week, children will use these take-me-home copies of books in small-group instruction and classroom activities, such as “writing” alternative endings to a story, reading the story to peers, creating graphic organizers or identifying frequently used words.

Most children who become successful readers spend 1000 hours or more in lap-reading experiences prior to entering school.⁵⁰ We also know that many students benefit from the addition of multimedia instruction added to a conventional curriculum. “When multimedia software is available and appropriate, it should be used to benefit children.”⁵¹

Each student spends 10-15 minutes a day in the software program. This feature is important in providing some of the intervention instruction that children who are significantly behind may need. The software ranges from simply listening to stories and recording to listening,

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blending, segmenting and word recognition. Multiple levels of support (auditory, visual, print, and contextual) are provided to each child to address different developmental levels.

All children will receive their own writing journals. Professional development addresses model writing, structure writing, interactive writing and guided writing. In Pre-K, there are daily pre-writing and writing activities, ranging from scribbling and drawing pictures to shared writing, copying words and language experience (the teacher writes what the child dictates).

ELL and Special Needs Children: Prior to ERF, Head Start and the local ECE Systems Partnership coalition had established a local Dual Language Committee (App.2).

Culture is the context in which children grow and develop. When programs and services are culturally relevant, children's learning is enhanced. Therefore curriculum should take into account information about family culture and home language.³⁰ Theme-based content related to the community and culture of the participating children and families will be integrated into the literacy based approach. The theme-based content which integrates literacy with science and social studies includes:

Agriculture and Food – This will emphasize and foster the development of phonemic awareness, vocabulary, comprehension and oral language skills based on the agricultural richness of the children's environment.

Green Awareness and Practices – This will be connected with important early literacy skills, such as print awareness, story comprehension, oral language and writing.

Cultural Identity – This will focus on letter and sound recognition, vocabulary, sequencing, directionality and print awareness. Children will be guided to appreciate and understand cultural diversity of which they are a part.

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Selection Criterion 2, Factor 2, Purpose 4:

Goal: 1) Use reliable, valid, and current assessments to measure, monitor, and support children's progress on language and literacy development, drive instruction and evaluate teacher/classroom development and program effectiveness.
2) Provide valid, reliable, and ongoing screening and assessments to identify students at risk and guide individualized instruction.

The following assessments will be used to monitor the children's ongoing language and pre-reading progress, screen children for reading and language difficulties, and supply feedback for teachers and literacy coaches to provide individualized instruction as is necessary: 1) Preschool Language Scale (PLS-4),⁵² 2) Phonological Awareness Literacy Screening Pre-K (PALS Pre-K)³⁴ (to be used with four-year-old children), 3) Get It, Got It, Go!⁴⁸ (to be used with three-year-old children), 4) Peabody Picture Vocabulary Test (PPVT-4),³⁵ 5) The Galileo Pre-K Assessment⁴⁹ used by Head Start, and 6) the Florida Kindergarten Readiness Screener (FLKRS)⁵³ that is administered upon entering Public School to determine school readiness.

To keep assessment costs manageable and capitalize on the expertise of different professionals, assessment tasks will be spread across the following individuals: 1) Trained speech and language therapists will administer the PPVT-4 and PLS-4; 2) The literacy coaches will administer the PALS Pre-K and Get It, Got It, Go!; 3) Head Start classroom teachers will complete the Galileo Pre-K Assessment; and 4) Public school staff will administer the FLKRS readiness screener. To maximize reliability, the same categories of individuals will conduct the same assessments in all three years of the project. See Table 2 for child assessment timeline.

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Table 2: Child Assessment Timeline

Instrument	Year 1			Year 2			Year 3		
	Fall	Winter	Summer	Fall	Winter	Summer	Fall	Winter	Summer
PLS-4	X		X	X		X	X		X
PALS Pre-K	X	X	X	X	X	X	X	X	X
Get It, Got It, Go!	X	X	X	X	X	X	X	X	X
PPVT-4	X		X	X		X	X		X
Galileo Pre-K Assessment	X	X	X	X	X	X	X	X	X
Florida Kindergarten Readiness Screener			X			X			X

Measurement and Procedures: Please see Table 3 for the reliability and validity data

Table 3: Instruments and Psychometric Properties

Instrument	Psychometric Properties ⁵⁴
PLS-4	Test-retest reliability = .82-.95 and has been validated through expert review and convergent validity with the Denver II ⁵⁵
PALS Pre-K	Internal consistency reliability = .71-.94 ⁵⁶
Get It, Got It, Go!	<i>Picture naming task:</i> test-retest reliability = .67, validated to the PPVT-3 (r = .56-.75) and the PLS-3 (r = .63-.81); <i>Rhyming task:</i> test-retest reliability = .83-.89, validated with the PPVT-3 (r = .56-.62); <i>Alliteration task:</i> test-retest reliability = .46-.80, validated with the PPVT-3 (r = .40-.57) ⁵⁷
PPVT-4	Internal consistency reliability = .87-.93 ⁵⁸ and has been validated with several instruments measuring related concepts
Galileo Pre-K Assessment	Internal consistency reliability = .92 - .97 ⁵⁹
Florida Kindergarten Readiness Screener	Reliability and validity data not available

Prior to program implementation, all enrolled children will undergo the brief screening version of the PLS-4. Those children who do not pass the initial screener will then undergo the comprehensive PLS-4 assessment to assess auditory comprehension and expressive

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communication. The selective use of the comprehensive PLS-4 will allow for efficient use of resources and will provide detailed diagnostic information for children most at risk of reading and language difficulties. This approach will also prevent any delays associated with referral to other agencies, allowing for immediate support to be provided for these at-risk children.

The PALS Pre-K measures name writing, alphabet knowledge, sound awareness, print awareness, word awareness, and rhyme awareness, all of which are key components of early literacy. Because the PALS Pre-K was designed for use with four-year-old children, this assessment will not be conducted with the three-year-olds.

Get It, Got It, Go!, with its accompanying Individual Growth and Development Indicators (IGDIs), will be used to assess the language progress of three-year-olds in the project. This tool measures language comprehension, sound awareness, and rhyme awareness and is appropriate for younger children. Assessment with younger children may be more technically difficult and it is more challenging to achieve high levels of reliability, given the distractibility and variability of children's performance across time and settings.⁶⁰ As with the PALS Pre-K, this assessment will be conducted by the literacy coaches three times per year.

The Peabody Picture Vocabulary Test (PPVT-4) assesses listening comprehension for spoken words and has Spanish and English versions. The PPVT-4 will be administered twice per year by trained language specialists. Results will be interpreted and used to monitor the children's progress and to make program modifications as needed.

The Galileo Pre-K assessment will be used throughout the school year as the ongoing monitoring instrument to determine whether children are making adequate progress in the eight school readiness domains. The Galileo broad domains of development include language and

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literacy development, receptive vocabulary, alphabet knowledge, sound awareness, print awareness, self-expression, book knowledge and appreciation, and early reading and writing. Head Start Teachers will implement this monitoring assessment early in the school year.

The Florida Kindergarten Readiness Screener (FLKRS)⁵³ measures letter naming fluency, initial sound fluency, and emergent literacy and is the instrument selected by the Florida Department of Education for screening children upon entry to kindergarten. The FLKRS is administered to kindergartners by Public School Teachers early in the school year. An outcome measure will be used to tell whether children are entering kindergarten ready to learn and will serve as a bridge between the project and the public schools. Kindergarten teachers will be included in the Summer Retreat (described in more detail below) when final child assessments are discussed. This will allow for a seamless transition of information from Head Start to the public kindergartens.

Interpretation and Improvement: A critical issue for the child assessment process is how to meaningfully provide ongoing feedback to teachers and literacy coaches about children's progress over time and what adjustments need to be made in the classroom. Ongoing feedback will be provided to teachers and coaches through three annual retreats (following data collection) that will be used to share summaries of the assessment information to inform program development and teacher practices. The fall retreat will be directed to the literacy coaches only and will provide a foundation for their work with the children and teachers over the next several months. The winter retreat will be held with both literacy coaches and classroom teachers and will provide an update about the progress of the children over time, with an emphasis on the adjustments that need to be made over the remainder of the school year. The summer retreat will

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be held with both literacy coaches and classroom teachers and will reflect on the entire year's progress, with attention to new program development for the next year. This process will engage the literacy coaches and teachers in an ongoing cycle of learning from the assessment process and implementing new program approaches based on the data available.

With multiple assessments in the beginning and an ongoing monitoring assessment throughout the year, children who may be at risk for reading failure will be effectively identified. The results of the reading assessments will be interpreted by Early Childhood Education experts and used to monitor the children's progress and make modifications in instruction as needed. Similarly, assessment data will inform all aspects of professional development. Children with Special Needs will have services coordinated with the LEA, including the implementation of the I.E.P. in the Head Start classrooms. The project director will have training and expertise in assessment and evaluation and will oversee, coordinate and conduct training for project staff as necessary. Teachers and literacy coaches will be trained in assessment and will participate in the staff retreats to learn how to use the assessment information to modify their practices. The project director will consult with the program evaluator to allow for continued improvement, program evaluation, and professional development.

Selection Criterion 2, Factor 2, Purpose 5:

PSS will integrate scientific reading research-based instructional materials and literacy activities into all classroom practices of each of the three Head Start centers, as well as in the home, thereby increasing the intensity of the current services focused on developing language and literacy skills. The three proposed sites currently use the *Creative Curriculum*.²⁰ With ERF funding, each site will have full access to the Breakthrough to Literacy²¹ program with additional

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high quality materials and activities necessary for increasing and enhancing the children's literacy and vocabulary skills. The additional student, teacher and classroom assessments will add to the quality of the assessments, classroom monitoring, and teacher quality that currently exists in the centers. The intensity of the extended day programs will greatly enhance the positives of high daily student attendance and low teacher turnover, by supporting and promoting children's literacy and success.

Family activities led by community partners such as the county library and Literacy Coalition will add variety and depth to the parent meetings (Selection Criterion 2, Factor 2, Purpose 2). These partners will also help increase children's literacy skills through the additional materials and activities they provide. Through the increased professional development, modeling, and coaching, teachers will improve their knowledge of SBRR and skills. These enhanced services and improved teacher quality will help transform the three proposed sites into preschool Centers of Excellence.

Project PSS has the capacity for sustainability after the end of the funded period, in that there has been broad-based involvement through strong collaborations and partnerships between local organizations, agencies, and educational institutions in the development of this proposal, each of which will continue to have a vested interest in the community (See Selection Criterion 2, Factor 3). Teachers, staff, and families will develop greater skill in all aspects of early literacy, thereby building capacity, and benefiting the children being served. Transition activities will be coordinated with the local educational agency (LEA) in the Glades community (App.5) to ensure successful transition when the children enter kindergarten and through grade 3.

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Selection Criterion 2, Factor 3:

PSS collaborative partners will contribute the following to the success of the project: Palm Beach County (PBC) Cooperative Extension (has a proven history of providing research-based education and working successfully with community partners)- principal investigator and provide overall leadership for project; Head Start- major partner making centers and staff available for the project; School District- facilitate planning and implementation of transition activities; County Library System- provide staff development, children and family literacy activities; Literacy Coalition- provide literacy resources, family reading/literacy activities and referrals; Florida Atlantic University (FAU)- conduct supplemental professional development; University of Florida (UF)- provide assessment and evaluation services; Palm Beach Community College (PBCC)- assist in development of the project and partner in conducting professional development.

This initiative will coordinate with the local educational agency (LEA) to prepare students with the foundational language, cognitive, and early reading skills to ensure a successful transition into the Reading First (RF) schools based on scientific research. There are 34 kindergarten classrooms in the seven neighboring RF public elementary schools and one charter school. The Kindergarten Transition Plan (App.5) will strengthen the transition strategies and activities between the proposed ERF sites and RF schools, by ensuring that there are supportive activities for staff, parents, and children,⁶¹ administrative coordination across programs (records transfer), and alignment of curriculum, standards, assessment, and pedagogy¹⁸ that will ensure a smooth transition. The ERF and RF staff will meet to identify key transition issues to include, among but not limited to the following: expectations, curriculum alignment and continuity that

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promote both developmentally appropriate practices and rigorous attention to early language and literacy, as well as sharing of student information, enrollment, registration and entry requirements. This information will be given to ERF staff to share with parents who were unable to attend scheduled parent meetings. ERF and RF staff will arrange for kindergarten and pre-kindergarten teachers to visit each other's classrooms and tours of the kindergarten classrooms will be offered for 4-year-old children and their parents. RF staff will be invited to join ERF center staff for discussion of assessment results and data review. ERF data will be available to RF schools for continued outcome measures and, the results of the Florida Kindergarten Readiness Screener (FLKRS),⁵³ will be recorded and analyzed in years two and three: project children will be tracked through kindergarten and first grade.

QUALITY OF PROJECT PERSONNEL: Palm Beach County Board of Commissions is an Equal Opportunity/Affirmative Action Employer in that, the County is committed to equal employment opportunity for all employees and applicants for employment regardless of race, color, religion, gender, national origin, age, disability, marital status, or sexual orientation. (See GEPA Section 427 Form included in this application).

Selection Criterion 2, Factor 1: Project Director. Theresa (Terry) Liddell (Ph.D.) will serve as the project director for Planting Seeds of Success. Dr. Liddell has over 13 years of project management experience, including managing a Head Start training project. She currently manages the Pew P-3rd Initiative for the Palm Beach County School District to facilitate transitions between pre-kindergarten and early elementary grades in a literacy focused environment. She has experience developing early childhood literacy (Washington State); managing a coaching project that focused on assuring that key elements of oral language and

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print-rich environments were provided in child care settings; managing the School District's alignment of the K-3 standards, curriculum, and assessment; and conducting training for early childhood teachers. As outlined in her resume (App. 4), Dr. Liddell's experience in early learning components, project management skills, knowledge of transition issues and ability to work with collaboratives makes her ideally qualified to be the director of the PSS program. Dr. Liddell will manage the daily activities of PSS, ensuring that all aspects of the project focus on SBRR and effective literacy practices; schedule and coordinate professional development; work with ERF staff and evaluation team to administer assessments, review and utilize data effectively; modify the project if necessary; work with the Department of Education to meet all requirements of the grant; participate in hiring mentors, supervise ERF staff, develop reports and communicate updates and project status with Extension program supervisor.

Selection Criterion 2, Factor 2: PSS core staff will include: 1) **Four Literacy Coaches** (job description attached, (App. 4) with a minimum of a bachelor's degree, early childhood education or related course work, and at least one year experience in early childhood or related field. **Bronna Peterson** who has ERF coaching experience will be hired as one of the four coaches (See resume App. 4). Since there are a number of 4-year academic institutions in the area there should not be a problem identifying qualified applicants. Coaches will participate in extensive curricular and assessment training as well as ongoing scientifically based professional development, which will enable them to administer assessments and support classroom teachers through modeling, coaching, observing, guided problem-solving, and reaffirmation. In addition, all coaches will be fully oriented on the Head Start system and expectations, and will take the required 40-hour Department of Children and Families (DCF) training for child care providers

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(this is a new requirement by the Department of Health for anyone having direct interaction with children in the centers), CPR/First Aid and an online 5-hour Literacy training. 2) An **Evaluation Coordinator** with a minimum of a master's degree, will oversee incoming classroom quality data; prepare for teachers' and parents' focus groups; administer, collect, follow up on parent and teacher surveys; assist in the sharing of assessment and evaluation data with teachers and coaches; and provide ongoing communication to sites re assessment and evaluation. 3) **Teachers** at the three ERF sites are vital to the project's success. Their qualifications and experience are included in App. 7.

Selection Criterion 2, Factor 3: An extraordinarily qualified team of consultants will be contracted to provide evaluation and assessment services (including training on using assessment tools), scientifically based professional development, curriculum training and other services as needed for the project. **Dr. David Diehl**, of the University of Florida, will serve as the assessment and evaluation team leader. Dr. Diehl received his doctorate from Cornell University and brings a wealth of evaluation experience as detailed in his resume (App. 4). He is particularly qualified for this role, having done his dissertation on an issue relating to Head Start families and was a "Head Start kid" himself. Assisting Dr. Diehl will be **Dr. Larry Forthun** who received his doctorate from Texas Tech University and is also on the faculty at the University of Florida, and **Audrey Greenwald** a board certified speech therapist and director of the Boca Speech Center.

Drs. Nancy Brown and Janet Leigh Towell from Florida Atlantic University will provide scientifically based supplemental professional development. Dr. Brown has a doctorate from Columbia University in Curriculum and Instruction in Early Childhood and Art Education.

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Her position as Director of the Toppel Family Early Childhood Education Institute coupled with her extensive experience and certification in early childhood education makes her a good fit for this consultancy (See resume App.4). Dr. Towell has a doctorate from the University of Maryland with a concentration in Reading and Early Literacy. Professional librarians with degrees in library science will conduct specifically targeted professional development as noted in Selection Criterion 2, Factor 2, Purpose 1. Additional professional development and follow-up training relating to the curriculum will be provided by certified *BtL Literacy Coaches*. The *BtL* coaches, Marci Smith and Marcella Green have degrees in elementary/early childhood education, teaching experience, and have been long-time *BtL/Early Literacy* trainers. Experienced trainers from **Brooks Publishing** will provide a one-day train-the-trainer and reliability training on the ELLCO for coaches, Head Start curriculum staff, and the project director. A qualified, experienced trainer will provide training on administering the Get It! Got It! Go! assessment, and **Rochelle Sanders** who has a master's degree in early childhood and elementary education, has much early childhood work experience, and was education coordinator for an ERF project, and has worked extensively with the PALS Pre-K will provide training for coaches on the use of that instrument.

ADEQUACY OF RESOURCES: Selection Criterion 3, Factor 1: For this project, the Palm Beach County Cooperative Extension carefully chose partners with a vested interest in early childhood education, and in particular, early language and literacy. The Head Start director, administrative and center staff, as well as the partners outlined in Selection Criterion 2, Factor 3, p 25, have been thoroughly involved in the PSS discussions and planning process. An initial meeting was held with all potential partners and everyone enthusiastically agreed to work on the

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development of the project. All individuals and institutions crucial to the successful implementation of the proposed project understand it and have pledged their full support as evidenced in the letters of support in App. 6.

Selection Criterion 3, Factor 2: The projected costs are adequate to carry out the proposed activities and achieve project goals. The budget was developed based on the unduplicated number of students to be served, thoughtful consideration of planned activities, and all variables required to successfully implement the project i.e. adequate staffing, qualified consultants, classroom supplies, professional development, travel, teacher/parent stipends, and relevant supplies for office staff. PSS will serve 17 classroom teachers, 17 assistant teachers, 3 lead teachers, 4 coaches (total = 41); 301 children in project year beginning September, 2009, approximately 150 new children in each of the project years 2 and 3 and 20 “drop-ins” each year (60) for a total of 661 children served over the three years. With a total budget of \$3,894,367, being requested, this reasonably translates to \$5,892 per student. Considering that teachers and coaches will directly benefit from this ERF project, the per-person cost becomes \$5,548.

Anticipated program benefits include: children’s increased language and literacy skills, enriched classroom environments (children will have access to language- and literacy-rich resources that would not have been otherwise available to them); increased parental involvement; smooth, successful transition to kindergarten; improved teacher quality; children becoming more knowledgeable of the agricultural “gold mine” on which they live; and the three Head Start centers in Western Palm Beach County, Florida, transformed into Preschool Centers of Excellence. This model program will be able to be replicated nationwide in other agricultural communities with similar demographics.

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QUALITY OF THE MANAGEMENT PLAN: Selection Criterion 4, Factor 1: Table 4

<p><i>Goals 1 & 2 (Selection Criterion 2, Factor 2, Purpose 1):</i> Prepare instructional and all Head Start staff and coaches to: 1) Effectively use new instructional methods and activities to increase children's oral language, phonological and print awareness, and alphabet knowledge skills. 2) Build teachers' confidence in using analyzed assessment results to improve instructional practices.</p>			
Activities	Position Responsible	Timeline/Schedule	Indicator
Classroom Observation	Teaching staff & coaches	Fall & Summer 2009-2012	CLASS & ELLCO Results - used to guide classroom organization & instruction
Teacher surveys Department of Children & Families 40-hr CC training, First Aid/CPR & Literacy training	Evaluation coordinator literacy coaches, newly hired special needs aids	Fall & Summer 2009-2012 Fall 2009	Changes in teacher attitudes. Certificates
<p>See Table 1, page 9 for other professional development activities and timelines, & Selection Criterion 2, Factors 2 & 3 for a description of positions.</p>			
<p><i>Goals 1 & 2 (Selection Criterion 2, Factor 2, Purpose 2):</i> 1) Increase preschoolers' cognitive development through sustainable high quality oral language - and literacy - rich environments as measured by pre- and post- PALS Pre-K, PPVT-4, CLASS, and ELLCO administration. 2) Develop the oral language and print richness of each child's home environment with Take-Me-Home books and through parental involvement.</p>			
Activities	Position Responsible	Timeline/Schedule	Indicator
Provide classroom and resource room libraries with large variety of books	Literacy coaches, classroom teachers, independent evaluator	Beginning of each program year Fall & Summer each year	Materials checklist CLASS & ELLCO, assessment results
Provide a variety of books and other materials needed for cozy reading to support oral language development	Literacy coaches, classroom teachers, independent evaluator	Beginning of each project year See assessment schedule Table 2, page 20	PALS Pre-K & PPVT-4 assessment results
Provide Take-Me-Home Books	Literacy coaches, classroom teachers, project director	Beginning of each program year	PALS Pre-K & PPVT-4 assessment results

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Family literacy events Parent surveys	Literacy Coalition & Library staff, evaluation coordinator	Jan., Feb., Mar., May, June, Sept., Oct., Nov., Dec., Fall & Summer 2009-2012	Results of parent surveys and focus groups
Kindergarten transition meetings/planning	Teaching staff, elementary school staff, project director	Jan., Mar., Apr., 2010- 2012	Transition plan, information exchange, tour of kindergarten classrooms. FLKRS results
<i>Goal 1 (Selection Criterion 2, Factor 2, Purpose 3):</i> Ensure that children, including English Language Learners (ELLs) master oral language, phonological awareness, print awareness, and alphabet knowledge skills necessary for kindergarten readiness as set forth by the Florida School Readiness Performance Standards (FSRPS), and measured by pre- and post- PPVT-4, pre-midterm, and post- Phonological Awareness Literacy Screening (PALS Pre-K), and Get It! Got It! Go! scores.			
Strategy: Implement the <i>Breakthrough to Literacy (BtL)</i> curriculum supported by the <i>Creative Curriculum</i> and culturally appropriate themes			
Activities	Position Responsible	Timeline/Schedule	Indicator
Purchase BtL program, computers & furniture for classrooms & resource room	Project director, Fiscal specialist	September-October 2009	Orders for curriculum, computers & furniture placed. Checklist corresponds with items received
Implement <i>BtL</i> SBRR curriculum, apply instructional strategies to increase children's language & literacy skills	Teaching staff, coaches assistants	January 2010 Program years 2009- through 2012	Lesson plans, coaching schedules, professional development attendance, evaluations, student assessment results, implementation checklist
Provide students with cutting-edge literacy books and follow through on implement supplemental professional development activities	Teaching staff, coaches	Beginning of and throughout program year	ELLCO assessment results, children's projects
<i>Goals 1 & 2 (Selection Criterion 2, Factor 2, Purpose 4):</i> 1) Provide valid, reliable, and ongoing screening assessments to identify students at risk and guide individualized instruction. 2) Use reliable, valid, and current assessments to measure, monitor, and support children's progress on			

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language and literacy development; drive instruction, evaluation, teacher and classroom development, and program effectiveness.			
Activities	Position Responsible	Timeline/Schedule	Indicator
Child screening & assessment	Independent evaluator, literacy coaches	October 2009, 2010, 2011	Feedback baseline data (after screening is complete)
Midterm screening and assessment	Evaluation team, coaches	January 2010, 2011 2012	2 nd round of baseline data – all measures
Screening & assessment data feedback retreat	Lead evaluator, evaluation coordinator coaches, teachers, project director	February & July 2010, 2011, 2012 October, 2009, 2010, 2011	Feedback data & materials
Third round of screening and assessment of children and classrooms	Evaluation team, coaches, kindergarten teachers for FLKRS	Summer 2010, 2011, 2012	Assessment results PLS-4, PALS Pre-K, Get It! Got It! Go!, PPVT-4, Galileo, FLKRS, ELLCO, CLASS
Program evaluation, feedback & planning	Evaluation team, project director	September 2010, 2011, 2012	Annual report, report to stakeholders
Non-goal related program activities necessary for program success.			
Activities	Position Responsible	Timeline/Schedule	Indicator
Hire & train new staff Confirm inter-agency agreements	Principal investigator, County Extension Dir., Head Start Dir, Project. Dir, collaborating organizations	Sept. – Oct. 2009	Project staffed Completed and signed agreements
Monthly planning meetings	Project Director, participating agencies	Oct, Nov, Dec, 2009	Meeting records with decisions.

Selection Criterion 4, Factor 2: The timeline for administering student assessments was outlined under Selection Criterion 2, Factor 2, Purpose 4. The process, procedures, and timeline for

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gathering, analyzing progress data, and providing feedback as described in Selection Criterion 5, will ensure that PSS goals as described in Criterion 2, Factor 2, Purposes 1, 2, 3, & 4 are met. Professionals responsible for completing assessment tasks are outlined in Selection Criterion 2, Factor 2, Purpose 4. CLASS and ELLCO data as described in Selection Criterion 5, Factor 1, will be collected by certified Head Start staff and literacy coaches respectively. The evaluation coordinator will conduct parent and teacher surveys, arrange parent focus groups, coordinate assessment, activities and report to the evaluation/assessment team leader. To ensure fidelity, progress toward project goals, and overall program effectiveness, the project director will visit each ERF classroom three times per quarter, and meet with the coaches, who will be stationed close to the sites, once per week in the first year; visit each classroom at least twice per quarter and conference with the coaches once per month in each of years two and three; communicate regularly with the evaluation/assessment team leader to determine what program changes, if any, need to be made; conduct a monthly budget review in coordination with the fiscal specialist; meet with the immediate county extension supervisor weekly; and with the County Extension and Head Start directors as needed to discuss the program.

Selection Criterion 4, Factor 3: The time commitments of the project director and other key personnel are appropriate and adequate for meeting the goals of the PSS project. Key personnel responsibilities are outlined in the management plan and budget narrative. The principal investigator will directly supervisor the project director and will provide overall support for the project. The director and evaluation coordinator will each dedicate 100% of their time (40 hrs. per week), while the lead evaluator will spend .25 FTE (10 hrs. per week) on the project. Drs. Nancy Brown and Janet Towell will spend .15 FTE and .25 FTE, respectively providing

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supplemental professional development. The four literacy coaches will each spend 40 hours (4 FTEs) per week in the classrooms, completing reports, planning, and doing research related to their role in the project. In addition, the project will have one full-time (1 FTE) fiscal specialist who will perform all payroll, purchasing, and secretarial duties.

QUALITY OF THE PROJECT EVALUATION: *Selection Criterion 5, Factor 1:* An independent evaluation will be conducted by the University of Florida under the leadership of Drs. David Diehl and Larry Forthun. Ongoing formative and summative evaluation will be conducted to provide systematic feedback for program improvement and measure the outcomes achieved for children, (as outlined in the GPRA), parents, and teachers.

Formative/Process Evaluation: The process evaluation questions for this project are: *What are the current language and literacy needs of the children enrolled in this program? How can the program best meet the needs of participating children and families? What program refinements and improvements can be implemented to maximize the quality of the program?*

Data for the process evaluation will be collected through initial surveys and focus groups with parents and teachers, as well as ongoing meetings with teachers and literacy coaches to collect information for continuous improvement. Parent surveys will focus on their current attitudes and practices about language and literacy issues as well as recommendations for program improvement. Parent and teacher focus groups will be convened at the beginning and end of each year to provide guidance to program development and reflect on the progress achieved. These focus groups will identify keys to success for program implementation, lessons learned, and recommendations for future changes. Professional development opportunities will be evaluated through workshop evaluations to assess overall quality, knowledge gained, and

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recommendations for future trainings. Through the combination of surveys, focus groups, and feedback on training and program activities, project staff will systematically learn from their experiences and refine the program.

Summative/Outcome Evaluation: Outcome evaluation will be conducted to determine the extent to which the program is achieving its goals and achieving significant change for children, parents, and teachers. The overarching evaluation question is: *How successful is the program at improving critical literacy and language outcomes for children, parents, and teachers/classrooms?*

Child Outcomes: Child assessment issues, including instruments, validity and reliability, and data collection timeline, are described in more detail in Selection Criterion 2, Factor 2, Purpose 4. These child assessments will be used to provide ongoing feedback to classroom teachers and literacy coaches as well as being the primary source of data for the evaluation of child outcomes. Key evaluation questions include: *Do participating children show significant gains in key areas of literacy and language development, including: oral language skills; phonological awareness; print awareness and pre-reading skills? Are these outcomes more likely to be achieved with certain kinds of families? How well are these outcomes being achieved with the children most at risk for language and literacy problems?*

Using the instruments described under Selection Criterion 2, Factor 2, Purpose 4, children's literacy and language development will be measured in a variety of domains, including: receptive language, alphabet knowledge, sound and print, word awareness, expressive communication skills, book knowledge and appreciation, and emergent literacy skills (see Table 5).

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Table 5: Language and Literacy Concepts to be Measured

	PPVT	PALS Pre-K	Get It, Got It, Go!	PLS-4	Galileo	FLKRS
Receptive Language/Comprehension	X		X	X	X	
Name Writing		X				
Alphabet Knowledge		X			X	X
Sound Awareness		X	X		X	X
Print Awareness		X			X	
Word Awareness		X				
Rhyme Awareness		X	X			
Expressive Communication/Speaking				X	X	
Book Knowledge and Appreciation					X	
Early Reading and Writing/Emergent Literacy					X	X

To assess progress in these domains, the PPVT will be administered two times annually, the PALS Pre-K (four-year-olds) and Get It, Got It, Go! (three-year-olds) will be administered three times per year, and the Galileo assessment will be continually updated by the classroom teachers. The PLS-4 will be administered only once, with those children who have failed the PLS-4 screener. In combination, BLF assessments will provide a comprehensive view of the children's language and literacy development over the course of the program. The assessment process will culminate with the Florida Kindergarten Readiness Screener (FLKRS), providing a bridge between the program and the public schools.

Parent/Family Outcomes: Parent and family literacy attitudes and practices are critical to the development of language and literacy in young children and will be assessed at the beginning

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and end of each academic year. Key evaluation questions include: *In what ways do parents change their literacy attitudes and behaviors as a result of the program? What is the relationship between parental literacy practices and the achievement of child outcomes?*

Parent surveys will be administered to measure parents' literacy attitudes and practices using two instruments: 1) the Parent Reading Belief Inventory (PBRI)⁶¹, which measures parents' positive affect related to reading, value of children's verbal participation in reading, reading resources, teaching efficacy, perception of reading as a knowledge base, beliefs about the malleability of language development, and beliefs about the appropriateness of direct reading instruction; and 2) the Home Literacy Activities Questionnaire,⁶² which measures children's literacy activities in the home and the parent's literacy interactions with the child. Parental attitudes and practices have been related to language and literacy development⁶³ and are important variables for understanding the progress of the children in the project.

Teacher/Classroom Outcomes: One of the primary goals of this project is to improve classroom literacy environments through professional development activities. Key evaluation questions for teachers and classrooms include: *In what ways do teacher early literacy attitudes and practices change as a result of the professional development activities? In what ways do the literacy environments of classrooms change as a result of the program?*

Teacher attitudes and behaviors will be assessed through teacher surveys to be administered at the beginning and end of each year. The surveys will include items from the Preschool Teacher Literacy Beliefs Questionnaire (TBQ),⁶⁴ which has been reliably used with Head Start teachers.⁶⁵ The TBQ measures overall literacy beliefs, as well as beliefs related to coding skills (letter identification, sound awareness), oral language, book reading, and writing.

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Classroom environment will be assessed using the Classroom Assessment Scoring System (CLASS)³⁶ and the Early Language and Literacy Observation Tool Pre-K (ELLCO Pre-K),³⁷ twice yearly. The CLASS measures three characteristics of classrooms: 1) Emotional Support; 2) Classroom Organization; and 3) Instructional Support. The ELLCO focuses more explicitly on language and literacy issues, including the language environment, books and book reading opportunities, and print and early writing supports. The classroom assessments will provide systematic feedback on the ways in which literacy environments change over time.

Selection Criterion 5, Factor 2: Analysis and Reporting: Qualitative data from surveys, focus groups, and staff meetings will be analyzed for thematic content and coded to represent the relative frequency and intensity of the comments. This information will be shared by the evaluator with key project staff, including the professional development team, in the form of narrative reports and presentations. The data will be organized to maximize communication with staff and will focus on keys to success, lessons learned, and recommendations for future program improvements.

Quantitative data will be used to assess the extent to which outcomes are being achieved with the children, parents, and classroom teachers. Children's developmental scores will be compiled at multiple points in time, allowing for the analysis of the trajectory of their development while in the program. Demographic data and child, family, and classroom characteristics will be collected to allow for the analysis of sub-group differences within the project. Relative success will be determined by: 1) Analyzing the percentage of children who move from "below age-appropriate performance" to "at age-appropriate performance" over the course of the project; 2) Comparing the rates of kindergarten readiness for project years

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compared to prior years' performance on the Florida Kindergarten Readiness Screener (FLKRS); and 3) Comparing children's performance on key measures to the performance of comparable children in similar Early Reading First projects, with data available at the national level. When data are available at multiple points in time, repeated measures, Analyses of Variance (ANOVA) will be conducted to assess the change over time on key dependent variables. More refined analyses will be used to test the relationship between child outcomes and other variables of interest, including child/family characteristics and teacher practices/classroom environments. The evaluation team will provide ongoing reports to the project sites and annual evaluation reports to the Federal funders throughout the project.

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Appendix 1 – Endnote Citations

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BUDGET NARRATIVE: Total budget request: **\$3,894,367** (\$1,500,000 Y1, \$1,229,554 Y2, \$1,164,813 Y3) **Personnel:** Salaries reflect a 5% increase in years 2 and 3 and are in accordance with the county salary scale which is updated regularly to reflect prevailing wages in the area.

Project Director: (1.0 FTE) Theresa Liddell will devote 100% of her time overseeing the PSS project. Her duties will include: management of daily project operations; ensuring that all aspects of the project focus on SBRR and effective literacy practices; supervision of program staff. and working with the Department of Education to meet all requirements of the grant (\$57,408 Y1, \$60,278.40 Y2, \$63,294.40 Y3) **Total: \$180,980.80**

Literacy Coaches: (4.0 FTE) will dedicate 100% of their time to the project, observing, coaching, modeling, mentoring, teaching, problem-solving with, classroom teachers. They will conduct the PALS Pre-K ELLCO. Three coaches TBA. (\$147,397.12 Y1, \$154,768.64 Y2, \$162,506.24 Y3) **Total: \$464,672.**

Evaluation Coordinator: (1.0 FTE) TBA, will oversee incoming classroom data quality; prepare for and assist in conducting teacher' and parents' focus groups; administer, collect, and follow up on parent and teacher surveys; assist in sharing of assessment and evaluation data with classroom teachers and coaches; report to lead evaluator. (\$40,268.80 Y1, \$42,286.40 Y2, \$44,408 Y3) **Total: \$126,963.20.**

Fiscal Specialist: (1.0 FTE) TBA, will devote 100% of time to the project. Responsible for all payroll, recordkeeping and purchasing functions perform clerical duties such as scheduling, making travel arrangements, answering the phone, filing; assist in preparing reports; data entry; and perform other functions as assigned by the director. (\$37,947.52 Y1, \$39,844.48 Y2, \$41,837.12 Y3) **Total: 119,629.12.**

Production Support Specialist: (.50 FTE) TBA, will work with classroom teachers and Supplemental Professional Development (SPD) consultants to develop online interactive literacy materials for use in ERF classrooms, produce videos using footage from classroom activities, field trips, etc. assist in the development of

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children's books, stories, drama presentations, and specific materials for presentation to stakeholders and at conferences. (\$18,973.76 Y1, \$19,922.24 Y2, \$20,918.56 Y3) **Total: \$59,814.56.** Six *Special Needs Aids/On-Calls* will work 500 hours each year (2 per site) assisting with ELL and special needs children; \$11.45 per hour, the total each year will be \$34,470. **Total: \$103,410.** \$35,700 per year for stipends for teachers to attend Saturday professional development workshops, assessment data review retreats, and work extra hours on parent event evenings, at a rate of \$30 per hour. **Total: \$107,100.** Two parents will be each paid \$10 per hour for translation services at parent meetings (12 meetings, 2 hours each/parent @\$10/hour = \$480 per year). **Total \$1,440. Personnel Total: \$1,164,010**

Fringe Benefits: 19.5% fringe benefits for full-time employees as follows: 6.2% FICA, 1.45% FICA-Med, 11.85% retirement and \$10,010 Life/Health (10% increase beginning September 1, 2009, 2010, 2011). \$500/\$250 Workers' Comp. and \$250 unemployment insurance. Full-time benefits, will apply to the project director, 4 literacy coaches, evaluation coordinator and fiscal specialist. \$130,259.19 Y1, \$133,020.02 Y2, \$135,530.69 Y3. The fringe benefit for part-time employees is 19.5%, \$250 unemployment insurance and \$500/\$250 Workers' Comp. Part-time benefits, plus unemployment and \$500 Workers' comp for the production support specialist, \$4,449.88 Y1, \$4,634.84 Y2, \$4,829.23 Y3. (\$134,709 Y1, \$137,655 Y2, \$140,748 Y3 **Total \$413,112**

Travel: \$11,168 (3 Years) is being requested for travel for the project director to visit ERF sites and literacy coaches multiple times. The coaches will be stationed 84 miles from director's office yet close to centers (centers range from 39-42 ml one-way form director's base). PBC reimbursement rate is \$.55 per mile (with a yearly increase anticipated). \$20,386 (3 Years) is being requested to cover daily travel for coaches from their base to their respective sites

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(distance ranges from 6-8 ml one-way), from the director's office once per month where they will attend a general staff meeting, and to attend professional development and assessment retreat sessions. \$4,518 (3 Years) is being requested for travel for the evaluation coordinator who will visit all 3 sites approximately 10 times per year to conduct focus groups oversee incoming classroom data collection and attend assessment retreats (site distances same as for project director), and \$8,048 (3 Years) for the production support specialist who will make multiple trips to the sites, parent meetings and other locations to obtain footage for productions. \$6,711 (3 Years) to cover travel for teachers to attend professional development and assessment retreat sessions on Saturdays. \$43,430 (3 Years) for the project director, alternating coaches, and teachers to attend conferences such as such as NAEYC, National Reading Conference, \$16,000 (2/conference @ \$2,000 each Y2 & 3); IRC/National Family Literacy Conference \$4,000 (2 @ \$2,000 each Y1); required ERF Conference/technical assistance meeting \$18,000 (director and 2 others@ \$2,000 each Y1,2, &3); local Dual Language Conference \$3,930 (everyone Y1,2,&3); and \$1,500 for director to present at a conference along with evaluators in Year 3. (\$29,649 Y1, \$30,719 Y2, \$33,893 Y3) **Total: \$94,261.**

Supplies: The price for the *Breakthrough to Literacy (BtL)* curriculum is \$18,583.71 per classroom in Year 1: cost for 17 classrooms, \$315,923. The package price includes all consumables such as books, teacher guides, Spanish Connection, software etc, all *BtL* training and in-class support. Continuing curriculum support/consumables in Year 2 is \$91,192.66 and Year 3 \$66,050.12 Two computers with accessories and 1 printer per classroom, child-sized computer desks and chairs are required to implement the *BtL* instruction software. Three other computer units will be purchased to be placed in the resource rooms. Other items to be purchased for each site include, but are not limited to, bookmaking materials and book binding machines,

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bookcases for resource areas, disposable cameras for teachers' use (cost for processing also included), book wagons for outside reading adventure, paper, pens, pencils, rewritable CDs for storing children's *BiL* work, Infocus projector and document camera for projecting books on the wall, and CD players with listening headphones: wide variety of literacy-related classroom materials and furnishing such as children's books, big books, wordless books, puppets, items for dramatic play, and many more. Materials will also be purchased to set up a "mock" kindergarten classroom in each center. Professional and personal development resource materials will be made available for teachers and parents. Four laptops and 1 laser printer will be purchased for the coaches to use for reporting, planning and recording notes. Other purchases needed to successfully implement the program include computers with accessories, for the project director, evaluation coordinator, fiscal specialist and technical support specialist, scanner, typewriter, color printer; video and digital camera with accessories, to be used by the technical support specialist, filing cabinets for new staff and coaches, and the usual office supplies such as paper, markers, pens, tape, paper clips, labels etc. \$517,939 Y1, \$277,257 Y2, \$199,999 Y3 **Total**
\$995,195

Contractual: PBC-BC) follows procedures for procurement under 34 CFR: 74.40-74.48, 80.36. **\$995,574** is being requested to cover contractual services as follows: UF evaluation consultants, Drs. David Diehl and Larry Forthun will administer initial and outcome assessments, collect, analyze, and share progress monitoring data, conduct yearly evaluations on the program's overall effectiveness and fidelity and prepare reports (\$141,394 Y1, \$111,859 Y2, \$103,664 Y3); FAU professional development consultants, Drs. Nancy Brown and Janet Towell will design and conduct Supplemental Professional Development (SPD), and coordinate evaluations of SPD with evaluation team; (\$57,445 Y1, \$58,793 Y2, \$60,180 Y3); LEA will coordinate and provide

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transition services for the 3 centers (\$50,000 per Year = \$150,000); Literacy Coalition will conduct 2 family literacy event/year/site, facilitate 3 RIF distributions/year, conduct Read for the Record (October each year), and establish and maintain teacher/parent resource and lending libraries \$41,913/Year (\$125,739); PBC Library System will provide book deposit collections to be rotated quarterly between centers, and conduct the following: 2 family literacy nights/center/year at the local library, lap reading workshops for parents, Families Reading Together campaign (November each year), ABC Kits professional development workshops. Kits will be available for teachers use afterwards. \$49,166/Year (\$147,500). Brooks Publishing will conduct ELLCO training for the project director, and staff at the beginning of year 1 (\$4,000). An additional \$35,000 has been budgeted for as needed contractual literacy-related training for classroom teachers \$363,918 Y1, \$321,733 Y2, \$309,923 Y3.

Other: The following is being requested: \$9,360 (\$3,120/year) to cover the cost of a copy machine rental; \$3,600 (\$1,200/year) for postage; \$7,804 Y1 to cover 40-hour DCF, CPR/First Aid, and 5-hour online literacy trainings, and background checks; \$45,000 (\$15,000/year) to cover food supplies for parent meetings, Saturday professional development and assessment data update retreats, and PALS Pre-K and ELLCO training and \$9,040 to purchase air cards for coaches lap tops to allow them to access project-related information while off base **\$74,804.**

Total Direct Costs: \$3,736,955 (\$1,449,265Y1, \$1,177,313 Y2, \$1,110,377 Y3)

Indirect Costs: The indirect costs are calculated at 10%, as per page 89 of the Full Application instructions, pending a negotiated rate with the department of Education, since the PBC Board of Commissions does not have an approved rate. (\$50,736 Y1, \$52,241 Y2, \$54,436 Y3) **Total \$157,413**

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Appendix 2 – English Language Acquisition Plan

Introduction

Palm Beach, County Head Start serves 2,051 children ages 0-5 and their families throughout Palm Beach County. Palm Beach County is a very diverse community with 149 languages and dialects spoken in the schools.⁶⁶ At the same time, increasingly larger numbers of speakers of languages other than English are being enrolled in Head Start and Early Head Start centers throughout the county. Children from ages birth to five who are learning two or more languages are referred to by many terms, such as English Language Learners (ELLs), Dual Language Learners (DLLs), Limited English Proficient (LEP), and Bilingual. For the purpose of this document, they will be referred to as English Language Learners. The Head Start Performance Standards require that programs support children in the acquisition of their home language as well as English.⁶⁷ This is expanded on in the Head Start Act of 2007, which emphasizes the importance of programs supporting children in the acquisition of English and their home language, and further emphasizes improving outreach, increasing enrollment, and quality services to children and families, particularly in communities that have experienced a large increase in speakers of languages other than English. It requires that Head Start agencies have a plan to meet the needs of limited English proficient children and their families, including procedures to identify such children, plans to provide trained personnel, and services to assist the children in making progress toward the acquisition of the English Language.^{68,69}

After attending the October 2008 OHS National Dual Language Conference, the Head Start Director convened a community-wide English Language Plan Committee comprised of representatives from the Children's Services Council (ECE Systems Partnership Committee), School District, Literacy Coalition, Palm Beach Community College (PBCC), Florida Atlantic

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University (FAU), Family Central (Child Care Resource & Referral Agency), RCMA, Head Start/Early Head Start and preschool parents and representatives from non-profit and for-profit preschools. The committee meets monthly “to establish and implement a community-wide Language Plan for Head Start/Early Head Start and Early Education and Care Programs in Palm Beach County.”

The goal of the committee’s work is to ensure that Head Start/Early Head Start and other early education and care programs in Palm Beach County have systems, policies and procedures in place to meet the needs of children and families who speak languages other than English.

Policy Statement: “The existing evidence ... uniformly suggests that [reading] comprehension is facilitated to the degree that the reader is culturally familiar with the material being read.”⁷⁴

Palm Beach County Head Start/Early Head Start and its collaborating partners are committed to implementing culturally relevant program systems and services that enhance children’s learning. The policy seeks to meet the needs of all children and families to build respect for different languages and cultures, to grow global citizens with the language and other skills needed for future success.

We believe that language, culture and learning are intertwined and successful Head Start and other early childhood education programs implement systems and practices that embrace this philosophy. Head Start/Early Head Start programs will seek to promote English Language Learners’ acquisition of English while supporting their home language. This will be accomplished through family and community partnerships, SBRR culturally relevant curriculum and adaptations, culturally relevant assessments, and staff that are responsive to the community and families being served.⁷⁵

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Family and Community Partnerships

Our programs actively seek to learn from families about their culture. Programs support effective and ongoing communication with all families, including: written communication to families in their primary or preferred language; provide interpretation at meetings, trainings and other events; have a process for families to communicate with program; and provide feedback in their home or preferred language.

Research indicates that language expansion outside the home and shared reading are important literacy experiences during the preschool years that affect children's readiness for school and continued school achievement.^{70,45,46,71} Activities are infused with themes of local and family culture such as agriculture, green and cultural identity and include, but are not limited to, family literacy events and family storytelling; field trips to the County Library's bookmobile; RIF-like events; support for parents to build home libraries; participation in the Library System's November campaign, "Families Reading Together", and the Literacy Coalition's "Read for the Records Campaign" in October. A resource library will be established in the South Bay Center allowing all parents to check out books to read with their children, as well as other materials on early literacy and parenting topics. Parents who speak languages other than English are encouraged to enroll in ESOL classes.¹⁷ Other activities to help parents support their children's language development include monthly printed progress reports, quarterly parent conferences, classroom volunteer opportunities for parents and celebration of families at school (e.g. Mother's Day, Father's Day, Family Festival, Cinco de Mayo, etc.). Parents and children will also produce books of their "Family Stories"

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Curriculum & Language-Rich Environments

Programs/teachers implement the following strategies: encourage development of the child's first language; provide visible signs of children's first language; learn the language; learn about the culture and teach acceptance; be sensitive to children's struggles and follow classroom routine; acknowledge children's strengths; and use portfolio-style assessments; plan real-world language lessons and provide a print-rich environment; communicate clearly; allow for the developing stages of language production; aim for comprehension; allow children opportunities to practice their language skills with peers; and encourage student participation.^{72,73,75,7677} These practices are undergirded by SBRR curriculum and well planned staffing and professional development consistent with Developmentally Appropriate Practices (DAP).

The Head Start Programs currently utilize the Creative Curriculum as the core framework. This is supplemented by literacy curriculum and enhancement material and activities that are designed or can be easily adapted for ELLs. For the ERF grant, the Wright Group's Breakthrough to Literacy (BtL) curriculum,²¹ which includes resources for English Language Learners, such as the Spanish Connection, will be integrated into the Creative Curriculum framework. BtL has a strong foundation in SBRR and combines extensive literature with small group and individual instructions driven by assessment data. The BtL has specific strategies for working with English Language Learners.

Early Reading Activities: While all daily activities are richly infused with literacy, children spend two blocks per day of 45 minutes each engaged in early reading, literacy and language development activities.

Communication Techniques: When teachers use English with the dual language learners, they use techniques such as buttressing, repetition, refer to activities in view of the children, talk

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about what they are doing while expanding and extending words or phrases that the child uses in English. Children are also encouraged to respond in English when they are ready.

Classroom Organization: Classrooms have consistent routines, making sure that English learners are included, and places in the classrooms where children can sit quietly, use manipulatives, look at books, pretend or play alone. Learning centers and educational material are labeled in English and other languages, as indicated.

Staffing and Professional Development.^{72,72,77} Hiring practices aim to recruit and retain staff that reflect the racial, ethnic and linguistic background of the children enrolled in the program. At least one staff member at each center is bilingual in Spanish or Creole. This is supplemented by having bilingual capacity in the instructional support staff. Palm Beach County Head Start/Early Head Start has committed a significant amount of financial resources towards supporting staff training necessary to address the challenges of limited English proficient children. This includes: sponsoring a Dual Language Conference locally, conversational Spanish and Creole classes for staff, college courses on Teaching Diverse Populations, and assistance to pursue graduate and post-graduate studies in TESOL, among other supports.

Summary:

The issue of dual language learning for a multicultural and multilingual population of young children and their families is a complex and challenging task. Each child and family represents a different level of English acquisition and proficiency. Classroom and school based practices must be as diverse as the children we serve. In Palm Beach County, as community partners work together with Head Start and build the capacity to promote dual language learning, children and families will surely benefit now and in the future.

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Appendix – 5 Kindergarten Transition Plan

Transition, no matter what stage of life, involves an ending, a disorientating adjustment period, and a new beginning.⁷⁸ Kindergarten transition refers to strategies that bridge the continuity from a familiar environment to an unfamiliar one for children and their parents to increase confidence and reduce anxiety and ambivalence.⁷⁹

A staff handbook for teachers in Chicago Public Schools Early Childhood Programs outlines the difficulties, ambivalence and anxieties embedded in transitions for everyone (children, parents, and teachers) when children move from pre-kindergarten to kindergarten. The Handbook suggests staff, parent, and children's activities and communication to support transitions (change with continuity).⁸⁰ Kagan and Neuman tell us that transition involves the creation of pedagogical, curricular, and disciplinary approaches that transcend, and continue between programs.⁸¹ Ramey and Ramey suggest that effective transition policies and practices are essential to a successful, coordinated school experience for children and their families.¹⁸ At a model school, a transition committee reviews federal, state, and local policies that influence transition planning and develop guidance on supporting children and families as they move from one school setting to another.⁸² Transition activities such as parent/child visits to classrooms and administrative coordination across programs (records transfer) as well as alignment of curriculum, standards, assessment and pedagogy assure the smoothest transition.⁸³ Pianta suggests that commonly used transition practices in elementary schools are insufficient, especially when contrasted with commonly known recommendations. He goes on to note that transition policies and practices often focus on children's skills, readiness, and placement rather than on a process that recognizes that a child's success is dependent

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upon partnerships between schools, pre-kindergarten settings and families to support children's progress. For many years, Head Start pioneered transition practices and some of the most successful practices are built into Title I of the NCLB Act. Title I suggests that Local Education Agencies (LEA) work with local Head Start agencies and if feasible, other preschool programs to ensure a smooth transition into elementary school. Proper attention to the transition process for young children and their families may reduce *fade out* (the phenomenon of children losing ground academically as they progress through the early elementary years), the achievement gap (the phenomenon of disproportionate numbers of children from certain groups not performing to potential), and, ultimately, high school drop out rates.

Children enter kindergarten from a variety of early care and education settings, including homes, child care centers, family day care, preschools, and Head Start programs. Children's experience in their pre-kindergarten environment is very different from the current kindergarten experience with large class sizes, departmentalized teaching, increased emphasis on formal instruction, the demands for greater self-control and attention (to sit for longer periods of time), and large complex campuses. There are different transportation models, greeting rituals, classroom procedures, food service, uniforms, and curricular demands. If children and their parents can become familiar with the facilities, the people, and the procedures, the transition can be much smoother, less stressful, and enhance the experience and learning of the children.

Although elementary schools in Palm Beach County have a long tradition of offering tours and information through their kindergarten round-ups, there are no District wide policies regarding transition. In order to explore potential transition practices, the

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Palm Beach School District piloted transition meetings between elementary principals, kindergarten teachers, and pre-kindergarten teachers (from a variety of settings) in three elementary schools this past spring. The resulting dialogue was very enlightening for all participants. Results from a survey of kindergarten teachers from six Palm Beach County elementary schools indicated that teachers were looking for listening and attention skills, self care skills, and knowledge of the letters of one's name as the most commonly desired readiness skills. Building on this experience, School District staff reviewed the literature and Title I recommendations for transition to prepare this plan for kindergarten transition.

Goal: Plan for smooth transitions from Head Start to kindergarten to enhance cognitive, language and literacy skills for success in school in eight schools in the Glades area of Palm Beach County.

Objectives:

1. Principals and kindergarten teachers will become familiar with and comfortable meeting and planning with local pre-kindergarten feeder schools, specifically the participating Head Start sites.
2. Parents will be confident partners in their children's education as their children enter the public school system supported by relevant information and orientation activities.
3. Children will start their first day of kindergarten ready to learn with social competence and confidence.

Tasks and Activities:

- Convene meetings between pre-kindergarten and kindergarten teachers to identify key transition issues. These issues include expectations and curricular continuity

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that embraces both developmentally appropriate practices and rigorous attention to language and literacy instruction. The initial handshake between programs may occur in January before FCAT testing (or in the fall) and reconvene in the spring (late March), soon after the FCAT blackout period.

- Kindergarten and Head Start teachers will develop a joint plan to assure the most successful transition possible which will include several elements:
 - The Head Start program will identify the students to attend the various schools and share student information (including children's portfolios, with parent consent) with the elementary schools. Conversely, the schools will develop a systematic procedure for receiving records and assuring that the appropriate teacher gets the information.
 - The schools will share enrollment, registration, and entry requirements (health records, proof of residency and age, forms, etc.) with parents and Head Start staff at parent events at Head Start sites. The information will also include information about school and kindergarten expectations, uniforms, transportation, and parent drop-off practices.
 - Both Head Start and the elementary schools will arrange for kindergarten and pre-kindergarten teachers to visit each other's classrooms.
 - The schools will provide kindergarten teachers from each elementary school during the summer to each of the sites (for example, Canal Point and Pahokee teachers to the Pahokee site) to present sample early kindergarten lessons and procedures, and talk about kindergarten

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expectations with the children. Teachers and children will become familiar with each other and children will have a preview.

- The plan will include the tasks, timeline and specify the person and/or institution responsible for the completion of the task.
- The School District will provide necessary data (with parents' permission) to the evaluator related to school progress in primary grades.

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Appendix – 7 List of Existing Preschool Programs

The Early Reading First grant will be implemented in three (3) NAEYC accredited Head Start Centers operated by the Palm Beach County Board of County Commissioners. Palm Beach County Head Start/Early Head Start Administrative offices are located at 3323 Belvedere Road, Building 502; West Palm Beach, FL 33406 (Telephone: 561-233-1600). The Head Start/Early Head Start Director is Carmen A. Nicholas, Ph.D. (cnichola@pbcgov.org), who has worked in that position for almost fifteen years.

This National Head Start Association (NHSA) Program of Excellence has a funded enrollment of 2051 children (birth to 5 years old). It serves the entire Palm Beach County area with directly managed, delegate and contracted child care provider centers and family child care homes strategically located in twenty-six (26) cities and neighborhoods throughout the county.

Characteristics of the Centers

Center/Address Telephone	Enrollment	Demographic/Socio-Economic		Special Needs	Number of Staff & Qualifications
Pahokee Head Start 380 East 5 th Street Pahokee, FL 33476 (561) 924-7178 NAEYC accredited	99 (3-5 year olds) 6 classrooms 3-yr. olds: 2 4-yr. olds: 4	<u>102 Total</u> <u>FY08-09-YTD</u> <u>Race</u> Asian: 2 Black: 85 Hispanic: 14 Multiple: 1 <u>Nationality</u> Mexico: 11 India: 1 U.S.: 90	<u>Primary Language</u> English: 87 Indian: 2 Spanish: 11 Span./English:2 <u>Avg. Income:</u> \$3,265.06 <u>Avg. No. in family:</u> 4	<u>10 Total</u> Language Impaired: 5 Speech Impaired: 3 Speech/Language Impaired (dual enrollment): 2	13 Instructional Staff 8 AA or BA in ECE 1 unrelated degree 1 vacant 11 with NCDA Ctr. Mgr.: BA degree FSS: BA degree
South Bay Head Start/Early Head Start 990 U.S. Hwy. 27 N. South Bay, FL 33493 (561) 993-9600 NAEYC accredited	128 (3-5 year olds) 7 classrooms 3-yr. olds: 3 4-yr. olds: 4	<u>133 Total</u> <u>FY08-09-YTD</u> <u>Race</u> Asian: 1 Black: 106 Black/White: 1 Hispanic: 24 Multiple: 1 <u>Nationality</u> Cuba: 1 Haiti: 1 Mexico: 1 Ukraine: 2 U.S.: 128	<u>Primary Language</u> Arabic: 2 Creole: 2 English: 120 Spanish: 9 <u>Avg. Income:</u> \$7,753.37 <u>Avg. No. in family:</u> 4	<u>14 Total</u> Speech and Language Impaired: 4 Dual Enrolled: 5 Developmental Delay: 4 Speech/Language Impaired: 4	17 Instructional Staff 7 w/ECE related AA/BA degrees 1 enrolled 8 not enrolled 1 position vacant 16 of 16 have NCDA Ctr. Mgr.: BA degree FSS: BA degree
Palm Glades Head Start	74	<u>76 Total</u> <u>FY08-09-YTD</u>	<u>Primary Language</u> English: 44	<u>3 Total</u>	9 Instructional Staff

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850 Palm Glades Dr. Belle Glade, FL 33430 (561) 996-9708	(3-5 year olds) 4 classrooms 3-yr. olds: 2 4-yr. olds: 2	<u>Race</u> Black: 43 Hispanic: 33 <u>Nationality</u> Mexico: 20 Puerto Rico: 1 U.S.: 55	Spanish: 26 Span./English: 4 <u>Avg. Income:</u> \$16,435.60 <u>Avg. No. in family:</u> 3.5	Speech & Language Impaired: 3	2 w/ECE AA/BA's 3 enrolled in degree back-up programs; 3 not enrolled 7 of 9 have NCDA Ctr. Mgr.: BA degree FSS: BA degree
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The centers chosen for the Early Reading First grant are located in the cities of Pahokee, South Bay and Belle Glade, in the western part of the county, commonly referred to as the Glades Area. This primarily agricultural sector of the county represents an area of greatest need and the children are at high risk for academic failure.

Enrollment: In the three centers there are a total of 301 children, ages 3-5, served in 17 classrooms. Pahokee (99) has 2 3-year old and 4 4-year-old classrooms. South Bay (128) has 3 3-year old and 4 4-year-old classrooms. Palm Glades (74) has 2 3-year old and 4 4-year old classrooms. The South Bay Center also serves 16 Early Head Start children, 0-36 months, and their families, which are not included in this grant.

Demographic/Socio-Economic: The population is culturally diverse. The 311 children served during school year 08/09 to date represent:

- 7 nationalities (U.S., Mexico, Puerto Rico, Cuba, Haiti, India, Ukraine).
- 75% Black, 22.8% Hispanic, 2.2% other (multiracial, Asian).
- 5 Primary Languages, 81% English, 15% Spanish, 4% other (Creole, Indian, Arabic).
- The average income is \$9,151.
- The average family size is 4.

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Special Needs: 27, or 9% of the currently enrolled children, are receiving ESE services. These include Speech and Language, Speech and Language Impairments and Developmental Delay. 10, or 37%, are dually enrolled.

Hours of Operation: All centers are open from 7:00 a.m. to 6:00 p.m., 5 days a week, 12 months per year.

Basic Instructional Program: The Creative Curriculum is a comprehensive system based on research and theory that provides the foundation for teachers to implement practical, everyday activities in the classroom. This curriculum includes how children learn, the classroom environment, the teacher's role and parent involvement. The fifth component of this curriculum emphasizes what children learn, providing the structure for teachers to develop activities within the content of the curriculum. The Creative Curriculum is aligned with NAEYC developmentally appropriate practices, Federal Outcomes, the National Head Start Child & Family Outcomes and VPK Education Standards, Florida School Readiness Performance Standards has also been correlated with the Creative Curriculum. Palm Beach County Head Start/Early Head Start utilizes the Galileo Assessment which aligns with these standards and measures progress, along with individualized developmental continuum.

Primary Funding Sources: Federal and County Ad Valorem taxes. There is also a partnership with the State Voluntary Pre-K (VPK) which provides some funding.

Number of Staff and Qualifications: There are 39 full time instructional staff. Each center has a Head Teacher, and at least a lead teacher and teacher assistant for each classroom. Palm Beach County Head Start works aggressively toward getting instructional staff to achieve degrees in ECE.

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Of the 37 instructional staff positions currently filled, 19 or 51% hold AA and/or BA degrees; 5 or 28% of those without degrees are currently enrolled; and 34 of 37 or 92% have the National Child Development Associates (NCDA) credentials. Classroom staff is supported by a team of qualified on-calls, as necessary. Each center has a center manager with a BA degree and one or more Family Services Specialists with BA degrees.

Facilities: All facilities are fully licensed, in good condition, with excellent playgrounds and equipped with closed circuit televisions (CCTVs) for security. The South Bay Head Start center is a state-of-the-art facility built in 2004, has murals depicting aspects of the local community and provides spacious accommodations for offices, training and meetings, parent room, therapy room, etc. It has a 560 square foot room which will become a resource library to serve all three centers.

Transportation: The program provides transportation to and from the Head Start centers for field trips and medical/dental visits, as needed, with buses that are fully equipped with proper child restraints. There are also two buses that are fully equipped with wheelchair lifts.

Summary: Each of the sites targeted for project PSS has the capacity and potential to become an ERF preschool center of excellence. All three centers are NAEYC accredited and each of the 17 classrooms is appropriately equipped with child-sized furniture, classroom reading materials, and learning centers including props for dramatic play. Given the large number of children to be served (301 for the first year of the project); each center has high rates of daily attendance (89% this past year) and low staff turnover (average 12.5 years with 4 over 30 years, 6% staff turnover in 2008). The classrooms are staffed by teachers with the qualifications necessary to implement a language and literacy focused project (App. 7). The centers adhere to the Head Start Performance Standards which address, among others, cognitive, social, emotional and physical domains. Each

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center is prepared to implement professional development focused on developing young children's oral language, cognition and early reading.

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Appendix 4 – Individual Resumes

THERESA (TERRY) LIDDELL
911 Ocean Drive #505, Juno Beach, FL 33408
(561) 626-0581 (home), (561) 758-4686 (cell), tnliddell@yahoo.com

Relevant Experience:

- **Project management experience:** Six years managing a 4 state Head Start training project (Federal Region X); six years managing the Head Start-State Collaboration Project (Governor's Office, Washington State); over two years managing the Palm Beach Community College child care mentor project. Completed projects on time and within program, budget, reporting, and audit requirements. Supervised teams ranging in size from 7 to 23 staff and oversaw annual operating budgets ranging from \$1M to \$3.9M. Developed and conducted a statewide leadership development project for early learning professionals. Conducted and facilitated consulting projects for clients as diverse as the City of Beverly Hills, the U.S. Marine Corps, the Cherokee Nation, AT&T and the U.S. Department of Health and Human Services.
- **Early Learning Components:** Conducted, managed, and provided training in various components of early childhood service delivery including child assessment (for research, clinical, and teaching purposes), family involvement, and early childhood workforce/professional development projects. Familiar with the early education benchmarks and standards in two states. Managed a project that was part of a county-wide quality improvement and rating system to improve the quality of early education sites, including environments that promote emerging literacy. Managed the School District's efforts to align the standards, curriculum, and assessment from pre-kindergarten through third grade. Familiar with the balanced literacy approach, the Leveled Literacy Intervention approach, and tiered vocabulary, as well as some of the controversies in the field of early literacy. Up to date on the scientific literature on literacy as well as the variety of commercial curricula available.
- **Communication skills (oral and written):** Developed and delivered presentations, keynote addresses, and workshops. Published articles in journals including *International Journal of Self-Directed Learning*, *Western City*, *Current Municipal Problems*, and *Clinical Research*. Presented at over 30 state, national, and international conferences. Produced monographs, manuals, and videos. Served as editorial assistant for an online international journal. Coordinated and facilitated collaborative efforts across state departments and organizations.
- **Adjunct teaching:** Taught introductory and developmental psychology at the community college level (Bellevue CC and South Seattle CC) and developmental assessment at the graduate level (University of Denver and University of Colorado). Taught research methods and ethics at the graduate level (Florida Atlantic University). Provided management training to a wide variety of organizations

Palm Beach, County of Board of Commissions

including Head Start programs throughout Region X and board training to non-profit organizations.

Professional History:

- Manager/Consultant/Adjunct/Student 2005- present
 Managed the Pew P-3rd Initiative for the School District of Palm Beach County (first as a consultant and later as staff) to facilitate transitions between pre-kindergarten and early elementary grades in a literacy focused environment. Facilitated community collaboration projects such as the Education Foundation's Arts-in-Education Project, and projects for a three county Early Learning Coalition and Palm Beach Community College. Developed and conducted an early learning leadership development project for a collaborative group in Washington State for two years. Editorial Associate for an international journal. Assisted with a GED enhancement project. Taught at Florida Atlantic University. Completed Ph.D. during this period.
- Project Director 2002-2005
 Palm Beach Community College, Lake Worth, FL
 Directed a \$3.9M project and oversaw mentor, scholarship and mini-grant programs in Palm Beach County. Supervised three managers (with 18 staff), a scholarship coordinator, and a fiscal technician. Participated in county-wide interagency planning groups to develop the Quality Rating System (QRS) and professional development initiatives for the child care workforce.
- Project Director/Manager 1996-2002
 State of Washington, Olympia, WA
 Directed the Governor's Head Start-State Collaboration Office. Facilitated, incubated, planned, and executed efforts to integrate and build early learning systems. Led a multi-disciplinary team to analyze the statewide early learning system, forge agreement about needed improvements, and present recommendations to a policy body consisting of elected and appointed officials. Convened conferences such as the Research Roundtable (forum for university researchers, state legislators, and practice leaders) and the Partnership Forum. Provided technical assistance to local networks.
- Consultant 1983-1996
 Seattle, WA
 Worked on staff of two international consulting firms (Alta Consulting Services, Inc. and Development Associates, Inc.) and as an independent contractor. Provided management consultation and training to public, non-profit, and private organizations. Engaged by cities, states, tribes, and federal departments, businesses, and health care organizations. Facilitated strategic planning retreats for public policy advisory groups such as the Mayor's Commission on Children and Youth. Managed a federal (Head Start), \$1.6M training contract serving four states with a staff of seven producing over 300 events for over 7,000 participants

Palm Beach, County of Board of Commissions

for Development Associates. Served culturally diverse populations including tribes and other groups. Certified by the Institute of Management Consultants.

Other: Assessed young children's developmental progress for clinical and university research purposes; AT&T marketing; U.S. Senate Staffer.

Community Service:

- Board Trainer: United Way of King County and Business Volunteers for the Arts 1985-96
- Boards of Trustees: On the Boards, 1996-2002 (Treasurer); Seattle Group Theatre, 1987-1991 (Chair); Pike Market Child Care Center, 1982-1986; E.P. Noonan Farms, 1987-present (Chair);
- Johnson & Johnson Head Start Management Fellows Program at UCLA Advisory Board, 1992-1993;
- Commissioner: Seattle Arts Commission, 1992-1996 (Mayoral appointment -Vice Chair for two terms)

Education:

Florida Atlantic University, Ph.D. Educational Leadership/ACE 2007
 University of Colorado, M.A. Developmental Psychology (birth to 6)
 St. Mary's University (Texas), B.A. Government

Informal Highlights:

Training in early learning curricula, classroom management and assessment such as ECERS (2002), High/Scope (2003), DECA (2003), Conscious Discipline (2008), DLM Express (2009), Children's Progress (2009) and CLASS (2009)

Participant/Observer - University of California at Los Angeles

John E. Anderson Graduate School of Management

Johnson & Johnson Head Start Management Fellows Program 1992

Advisory Board 1992-1993

Berkana Institute Learning Journey to Africa (Margaret Wheatley) 2004

Harvard P-3rd Conference 2008

Corporate management, technology, and marketing training (AT&T) 1981-1983

Publications and References: Available upon request

Appendix – 4

David C. Diehl, Ph.D.

Assistant Professor, Program Planning and Evaluation
 University of Florida, Institute of Food and Agricultural Sciences
 Department of Family, Youth and Community Sciences
 PO Box 110310, Gainesville, FL 32611-03130
 352-273-3526; dcdiehl@ufl.edu

EDUCATION

Cornell University, Ithaca, NY

Ph.D. in Human Development 2000
 Doctoral dissertation: *Emergent Literacy in Head Start Families:
 The Implementation and Evaluation of a Multigenerational Reading Program.*

M.A. in Human Development and Family Studies 1995

University of Wyoming, Laramie, WY

B.S. in Psychology, with honors 1991

PROFESSIONAL EXPERIENCE

- Assistant Professor, Program Planning and Evaluation, University of Florida Department of Family, Youth and Community Sciences (May 2007 – Present)
- Research Associate and Associate Director of the Center for Practical Evaluation, Orelena Hawks Puckett Institute (Dec. 2003 – May 2007)
- Director of Evaluation Initiatives, Family Support America (Jan. 2003 – Dec. 2003)
- Senior Advisor—Research and Evaluation, Family Support America (Nov. 2000 – Dec. 2002)
- Evaluation Specialist, Family Support America (Apr. 1998 – Oct. 2000)
- Family Support Specialist and Consultant, Family Support America (Sept. 1996 – March 1998)

GRANTS RECEIVED

Funding Period	Funding Agency/Title	TOTAL	Direct Costs	Indirect Costs	Role
2009-2012	W.K.Kellogg Foundation Supplemental Nutrition Assistance Program (SNAP) Evaluation	\$100,258	\$100,258	-	PI
2008-2010	United Way of America Strengthening Families United: Learning through Participatory Evaluation	\$246,290	\$223,900	\$22,390	PI
2008-2009	Department of Family, Youth and Community Sciences, University of Florida Foster Care Financial Education Evaluation	\$15,000	\$15,000	-	Co-PI

TOTAL	\$361,548	\$339,158	\$22,390	
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SELECTED PUBLICATIONS

- Shelnutt, K., Bobroff, L. & Diehl, D. (In press). Adaptation of MyPyramid for Use with an Older Audience: MyPyramid for Older Adults. *Journal of Nutrition Education and Behavior*.
- Diehl, D., & Trivette, C. (2006). Sources of information about partnership and collaborative projects. *Milemarkers*, 2(1), 1-3.
- Diehl, D., & Trivette, C. (2004). Sources of information about community-based developmental screening program practices. *Milemarkers*, 1(8), 1-4.
- Diehl, D. (2002). Evaluation: Telling the Family Support Story. *America's Family Support Magazine*, 21(1), 27-42.
- Diehl, D. (2002). Family Support America: Supporting "Family Supportive" Evaluation. *Evaluation Exchange*, 8(1), 14-15.

SELECTED PRESENTATIONS AND INVITED ADDRESSES

- Diehl, D., & Forthun, L. (2009). "Protective Factors in Community Partnerships: Findings from United Way Strengthening Families Focus Groups." Presentation at the National Conference on Child Abuse and Neglect. Atlanta, GA (April 2009).
- Diehl, D. (2009). "Measuring Behavioral Change in Family and Consumer Science Programs." Presentation at the Family and Consumer Sciences Summit. Kissimmee, FL (February 2009).
- Diehl, D. "Rethinking Evaluation." Presentation at the 4-H/FCS Multi-State Meeting: Keeping 4-H and FCS Green. Panama City, FL (February 2008).
- Diehl, D., & Holmes, D. (2008). "Extension Program Evaluation and Success Stories." Presentation at the Central District Faculty Symposium. Tavares, FL (April 2008).
- Diehl, D. (2008). "Overview of Program Evaluation." Presentation to the New Faculty Orientation. Gainesville, FL (June 2008).
- Diehl, D. (2008). "Building Evaluation Tools." Presentation at the Florida 4-H Administrative Conference. Gainesville, FL (November 2008).
- Diehl, D., & Trivette, C. (2006). "Planning for the Future." Presentation at the Virginia Foster, Adoptive, and Kinship Parents Association Planning Retreat. Charlottesville, VA (July, 2006).
- Diehl, D. (2005). "The Promotional Indicators System of Evaluation (PRISE): Assets and Promotion for Early Head Start Families." Presentation at Region IV Head Start Association 2005 Annual Training Conference. Atlanta, GA (February, 2005).
- Diehl, D. (2005). "Supporting Adherence to Principles in Parent Link Centres." Presentation at the Learning Institute: Supporting Quality / Building Capacity, Alberta Resource Centre for Quality Enhancement. Edmonton, Canada (February, 2005).

Diehl, D. (2004). "Perspectives on Participatory Action Research." Presentation to the University of Texas Brownsville/ Texas Southmost College, Center for Civic Engagement. Brownsville, TX (October, 2004).

Diehl, D. (2003). "Evaluating Your Program's Assets and Ability to Support Families." Presentation at the Administration for Children and Families Region VI Mid-Winter Leadership Conference. Dallas, TX (January, 2003).

Kubisch, A., & Diehl, D. (2001). "Theory of Change: An Approach to Evaluating Family Support Initiatives." Presentation at Building Family Support Programs and Leaders: A National Skill-Building & Leadership Development Institute. Rosemont, IL (March, 2001).

SELECTED TRAINING, FACILITATION, AND EVALUATION

Evaluator, Supplemental Nutrition Assistance Program (SNAP), Gainesville, FL (March, 2009 – Present)

Evaluator, Foster Care Financial Education Project, Gainesville, FL (June, 2008 – Present).

Evaluator, United Way Strengthening Families Project, Gainesville, FL (March, 2008 – Present).

Evaluator, Under One Sky Youth Adoption Project. Asheville, NC (October, 2004 – June, 2007).

Facilitator, Virginia Foster, Adoptive, and Kinship Parents Association, Richmond, VA (February, 2006 – June 2007).

Technical Assistant and Evaluator for Sparking Connections, an initiative of the Families and Work Institute. New York, NY (February, 2004 – December 2006).

Facilitator for Early Head Start program evaluation. Clarke County, GA (March, 2004 – February 2006).

Facilitator for Pilot Site Orientations: Evidence Along the Way National Evaluation Project. Charleston, WV and Denver, CO (August and September, 2002).

Facilitator for the Kauffman Foundation Evaluation Meetings. Kansas City, MO (March, 2002).

Facilitator for the Kraft Foundation Evaluation Meeting Chicago, IL (January, 2002).

Facilitator for National Family Support Thought Leaders Meeting. Princeton, NJ (November, 2001).

Consultant to the Kauffman Foundation, How Are We Doing? Program Self-Assessment Process. Kansas City, MO (February, 2000–October, 2001).

Member of Governor's Cabinet Research and Evaluation Team. Charleston, WV (May, 1999 – August, 2001).

AREAS OF INTEREST AND EXPERTISE

Program Evaluation, Participatory Evaluation, Community Planning, Early Intervention, Social Policy, Family/Consumer Involvement and Leadership, Family Literacy, Child Development, School/ Community Connections, Family Support and Empowerment; Asset-Based Development

Dr. Nancy Brown

Toppel Family Early Childhood Education Institute
Florida Atlantic University, College of Education
777 Glades Road, 47/334
Boca Raton, Florida, 33431
(561) 297-1244
nbrown29@fau.edu

Education

- 1990 Post Doctoral Studies; Bank Street College of Education; Educational Leadership
1988 Ed.D.; Teachers College, Columbia University; Curriculum and Instruction in
Early Childhood and Art Education
1986 M.Ed.; Teachers College, Columbia University; Anthropology and Education
1978 M.S. in Education; Bank Street College of Education; Early Childhood
Special Education
1972 B.F.A.; Parsons School of Design/ The New School

Experience

- 2005-present Florida Atlantic University, College of Education
Associate Professor of Early Childhood Education
Director of the Toppel Family Early Childhood Education Institute
- 1992-2005 The College of New Rochelle, The Graduate School
Dean of The Graduate School (2002-2005)
Associate Professor of Early Childhood Education (2001-2002)
Assistant Professor of Early Childhood Education and Early Childhood Special
Education (1992-2000)
- 1994-2005 Educational Consultant: Early Childhood Professional Development
National and International
- 1997-2002, Association for Childhood Education International (ACEI)
2005-present United Nations Representative; NGO Committee on UNICEF;
Co-Chair (1999-2002), Working Group on Early Childhood Education
- 1991-1992 Association for the Help of Retarded Children, The Grand Concourse
Early Childhood Program for medically fragile and HIV positive preschool
children (design and implement new program)
Principal
- 1991 Teachers College, Columbia University; Early Childhood Education
Adjunct Assistant Professor
- 1991 High Scope Education Foundation, Research Division

Research Assistant

- 1981-1994 Bank Street College of Education; Early Childhood Special Education
Adjunct Instructor
- 1988-1990 Jewish Board of Family and Children's Services; Riverdale
Therapeutic Nursery (design and start up program), children with emotional
disturbances and speech and language problems
Director
- 1982-1984 Bellevue Psychiatric Hospital, Child Life Department
Teacher/ Senior Children's Counselor, early childhood education
- 1978-1982 Metropolitan Hospital Therapeutic Nursery, Department of Child
Psychiatry, early literacy and arts-based intervention program for
abused and neglected preschool children
Teacher/ Senior Children's Counselor, early childhood education
- 1976 Harlem Hospital Therapeutic Nursery, Sheltering Arms Day Care Center
Group Teacher
- 1975 Catholic Charities, Frank Alessi Child Care Center
Group Teacher, preschool
- 1973-1974 Columbia University, The Bean Bag Day Care Center
Assistant Teacher, Parent Cooperative Child Care

New York State Certifications:

Early Childhood Education (N-6); Special Education; Supervision and Administration

Publications

Resilience: Through the Eyes of Children- children's art and writing, book written in collaboration with teachers from Belgium, Japan, Australia, the U.K., and the U.S., for Association for Childhood Education International, in progress, expected 2009.

Early Literacy, Culture, and the Arts for Young Children, book written in collaboration with Janet Towell, under the auspices of The Toppel Institute at Florida Atlantic University, expected 2011.

Childhood Education – Association for Childhood Education International's Journal; co-author of articles "Advocacy in Action: Perspectives from the United Nations", from 1997-2002, and 2005-present (three articles per year).

Brown, N. (2002) *The Power of Play*. UNICEF's Early Childhood Development Section, shared with UNICEF's Regional Offices on the UNICEF website.

Brown, N. (1999) *Working Paper on Global Issues and Trends in Early Childhood Education*; International Symposium on Early Childhood Education and Care for the 21st Century; Association for Childhood Education International and the World Early Childhood Organization (OMEP).

Brown, N. and the High Scope Research team (1991) *Follow Up Study of the High Scope Teacher Training Program*, The High Scope Foundation.

Brown, N. (1988) *An Exploration of Children's Imagery in the Promotion of Health: An Interdisciplinary Study*, Doctoral Dissertation, Teacher's College, Columbia University

Presentations

Approximately 40 national and international presentations, including keynote presentations, on all topics related to early childhood education, culture, early literacy, and the arts for young children. Some presentations have been represented in conference publications.

Grants

Early Childhood Advocacy Project, The Lattner Family Foundation, \$50,000. (2009)

Impact Study, Palm Beach County Head Start, \$50,000. (2009)

Readiness Program Evaluation, Broward Early Learning Coalition, \$150,000. (2008)

Early Childhood Institute at Florida Atlantic University, The Toppel Family Foundation, 3 million dollars, (matched to total 6 million dollars), N. Brown named Founding Director, (2007)

Community Development/ Child Development (CD2), Toppel Family Foundation, Jim Moran Foundation, Picower Foundation; served as Principal Investigator at FAU, \$250,000. (2005-2007)

AHRC Preschool for Medically Fragile Children, Aaron Diamond Foundation, multi-million dollar grant for new preschool for HIV positive children; designed the program, trained staff, and served as Principal (1991-1992)

Professional Organizations

National Association for the Education of Young Children

Association for Childhood Education International

The World Early Childhood Organization (OMEP)

National Association of Early Childhood Teacher Education -- member, Editorial Board

Appendix – 4 Individual Resumes

Bronna J. Peterson
2315 Edward Road
Palm Beach Gardens, FL 33410
561-714-9838
Bronna67@bellsouth.com

Education

Palm Beach Community College, Palm Beach Gardens, FL December 1999
General Studies Concentration in Education

Florida Atlantic University, Boca Raton, FL December 2005
Bachelors of Arts, Arts and Letters Concentration in Education

Work Experience

Kids Klub/After school programs and Summer Camps/St Clare Catholic School North Palm Beach Florida, The Holland School Palm Beach Gardens, Florida, The Weiss School, Palm Beach Gardens, FL.
Owner August 2006-present

Hispanic Human Resource Council, Inc., West Palm Beach, FL
April 2006 – October 1, 2007

Early Reading First Literacy Coach.

I provide teachers with specific instructions on how to implement curriculum into lesson plans. I develop Classroom Improvement Plans for the teachers. I utilize a variety of classroom observation toolkits to assess the teachers and the environment. I work with teachers to increase the availability and diversity of writing, listening and other literacy materials throughout the classrooms. I act as mentor to teachers as they interact with children during their daily routines to improve language and literacy outcomes. I model, observe, give feedback and become a member of the classroom. I demonstrate to classroom staff how curriculum and assessments are linked. I meet with the teachers and assistants for review and planning. I participate in ongoing professional development workshops. I integrate the Florida Readiness Performance Standards into the daily planning of the lesson in order to provide the children with the necessary skills needed to successfully transition into kindergarten. I work with the Project Manager to develop a Professional Development Plan with each teacher with goals to guide their educational advancement. I support teachers and assistants who desire to pursue a career path by assisting them to register for courses at local colleges and universities.

Kidz Klub/Learning Lab Village of North Palm Beach, NPB, FL May 2001 – March 2006
Owner/Manager

Recruited volunteers to tutor at risk students in the program. Managed a staff of after school teachers. Founded and developed an after school tutorial program for children in grades kindergarten thru sixth grade. Children finished daily homework assignment, projects and participated in organized outside activities.

Kidz Klub Summer Day Camp in the Village of North Palm Beach, NPB, FL 2001 - 2005
Owner

Managed a staff of camp counselors, karate instructor, dance instructor, and art teacher. Founded and developed a summer day camp program that consist of weekly themes that included art and crafts, story time, cooking, outside games, science experiments, creative time, painting, and art lessons.

Egret Landing Tennis Camp, at Egret Landing Clubhouse, Jupiter, FL Summer of 2005
Director

Directed/managed a staff camp counselors, tennis professionals and art teachers. Directed and organized the summer tennis camp for head tennis professional. This camp consisted of tennis with tennis pros, arts and crafts, swimming and outside sports games.

Palm Beach County School District, Palm Beach County, FL 1998 - 2003
Substitute Teacher

Taught grades kindergarten thru sixth grade, ESOL classes, physical education, art class, music class, and Drop-Out Prevention class. Worked numerous long term substitute position which involved preparation of lesson plans, grade cards, grading papers, and parent/teacher meeting.

Activities/Achievement

- MOPS Mothers Of Preschoolers 1991-1994
President of the local MOPS Chapter. The MOPS group consisted of bimonthly meetings for mothers of preschoolers and preschool age children. I recruited and maintained a staff of volunteers in building the program from start up to over 100 volunteers. I presided over monthly board meetings and fundraising committees,
- Directed Vacation Bible schools for Church of the Nazarene in Lake Worth, Florida and the United Methodist Church in Palm Beach Gardens, Florida.
- Chair person for cookbook fundraiser and cheesecake fundraiser, PTA secretary, member of SAC committee at North Palm Beach Elementary School.
- Raised \$3,800.00 for Team in Training for the National Leukemia Society and participated and completed the Walt Disney World 26.2 mile Marathon in Orlando, Florida in 2001.

Palm Beach, County of Board of Commissions

Appendix – 4

Job Description

Title: Literacy Coach

Program: Early Reading First

General Description

The Literacy Coach will provide support to classroom teachers by observing, coaching, modeling, and providing technical assistance and training to PSS teachers to achieve a high-quality language- and literacy-rich classroom environment.

Specific Duties

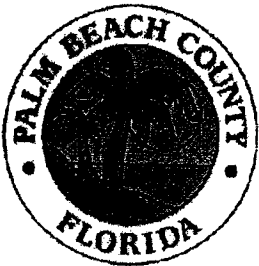
Mentor, coach, guide PSS teachers in planning, developing, coordinating, and implementing appropriate classroom strategies and activities to transform their classrooms into literacy-rich environments with scientifically-based literature instruction. These supports will include, but are not limited to the following:

- Visit each assigned classroom four to six hours each week to observe, coach, mentor, and reassure classroom teachers.
- Assist teachers in integrating the *Breakthrough to Literacy* SBRR curriculum into their current program.
- Plan for classroom enhancements to improve the literacy environment.
- Participate in ongoing professional development.
- Meet with teachers, assistants, project director, and evaluation team to review assessment results and plan accordingly.
- Be trained in, and conduct the PALS Pre-K and ELLCO assessments.
- Comply with all requirements for working in Head Start centers, e. g. 40-hour DCF training, CPR/First Aid training, 5-hour Literacy training.
- Communicate regularly with project director
- Support family literacy events and encourage parent involvement
- Complete records and reports in a timely manner, as determined by project director.
- Adhere to County policies and procedures.
- Maintain confidentiality and show sensitivity for diversity in student population and families.
- Participate in local, regional, and national meetings as recommended by project director.

Supervisory Relationships: Literacy coaches will report directly to the project director

Employment Requirements and Qualifications:

1. Minimum: Bachelor's degree in early childhood education or with related coursework
2. Reliable transportation, valid driver's license, automobile insurance.



Office of
Financial Management and Budget

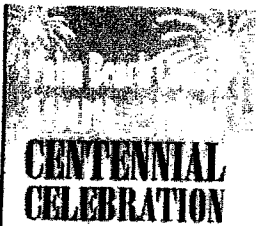
P.O. Box 1989
West Palm Beach, FL 33402-1989
(561) 355-2580
FAX: (561) 355-2109
www.pbcgov.com



Palm Beach County
Board of County
Commissioners

Jeff Koons, Chairman
Burt Aaronson, Vice Chairman
Karen T. Marcus
Shelley Vana
Steven L. Abrams
Jess R. Santamaria
District 7

County Administrator
Robert Weisman



"An Equal Opportunity
Affirmative Action Employer"

June 11, 2009

Pilla Parker
Academic Improvement and Teacher Quality Programs
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW, 3E247
Washington, D.C. 20202-6200

RE: Indirect Cost Rate Agreement

Dear Ms. Parker:

Palm Beach County does not currently have an approved Indirect Cost Rate agreement with a cognizant federal agency. As a result, the Board of County Commissioners will apply a temporary ICR of 10%, as per page 89 of the full application instructions and reflected in the budget narrative of this application, while we negotiate an authorized rate.

Should you have any questions please feel free to contact me at 561-355-4626.

Sincerely,

A handwritten signature in cursive script that reads "Liz Bloeser".

Liz Bloeser, Director
Office of Financial Management & Budget

C: Joseph Doucette, Budget Director
Susan Neary, Budget Analyst
Jerry Kolb, Budget Analyst



COLLEGE OF EDUCATION
Department of Curriculum,
Culture and Educational Inquiry
777 Glades Road • P.O. Box 3091
Boca Raton, FL 33431-0991
Tel. 561.297.6595
Fax. 561.297.2925

May 27, 2009

Ms. Pilla Parker
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, D.C., 20202-6000

Dear Ms. Parker,

It is my pleasure to write this letter in support of the award of the Early Reading First Grant, "Planting Seeds of Success", submitted by the Palm Beach County Commissioner's Office. As the Dean of Florida Atlantic University's (FAU) College of Education (COE), I am proud to report that FAU has been an active and committed partner in Palm Beach County's early childhood community since 2003, resulting in the development of a new bachelor's degree in early childhood education at FAU, and completing a professional early childhood career path in the State University System in South Florida.

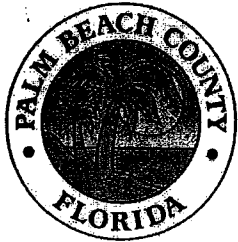
The proposed new Early Reading First Grant, "Planting Seeds of Success" will directly benefit young children in Head Start Centers in the Glades and will prepare them for future school success. FAU will provide Supplemental Professional Development based on research-based early literacy goals and corresponding instructional strategies. Florida Atlantic University would benefit from participation in "Planting Seeds of Success" because early childhood education is an institutional priority and it is central to the College of Education's mission. The Toppel Family Early Childhood Education Institute at FAU is deeply committed to quality early childhood programs, particularly in the critical area of early literacy for economically disadvantaged children.

I strongly endorse the award of the Early Reading First grant, "Planting Seeds of Success", submitted by the Palm Beach County Commissioner's Office. FAU would be privileged to participate and to contribute significantly to quality early literacy programs for young children, now and in the future.

Respectfully,

A handwritten signature in black ink, appearing to read 'H. James McLaughlin', is written over the typed name.

H. James McLaughlin, Ph.D.
Professor and Department Chair
Department of Curriculum, Culture, and Educational Inquiry
The College of Education



**Department of
Community Services
Division of Head Start
& Children Services**

3323 Belvedere Road
Building #502
West Palm Beach FL 33406
(561) 233-1600
FAX: (561) 233-1633
www.pbcgov.org

■
**Palm Beach County
Board of County
Commissioners**

Jeff Koons, Chairman
Burt Aaronson, Vice Chairman
Karen T. Marcus
Shelley Vana
Steven L. Abrams
Jess R. Santamaria
District 7

County Administrator

Robert Weisman

June 1, 2009

U.S. Department of Education
Early Reading First
Washington, DC

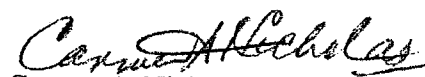
Re: Letter of Support for Early Reading First (ERF)
Application Submitted by: Palm Beach County
Board of Commissioners Cooperative Extension Service
No. S359A090287

Palm Beach County Head Start has collaborated with the Cooperative Extension for over twenty-five (25) years, and is pleased to be the primary partner and beneficiary of the ERF grant, Planting Seeds of Success (PSS). Children in the targeted communities experience the highest frequency of risk indicators for school failure. PSS will create three (3) centers of excellence, with teachers proficient in research based early literacy and language instruction. Head Start children will develop the skills necessary for reading development in kindergarten and beyond.

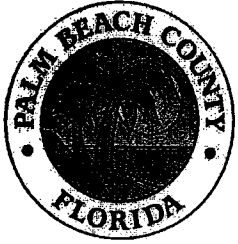
Head Start's commitment is for three (3) years and beyond. We will: provide the ERF staff, consultants and partners full access to our facilities, classrooms, children, parents and staff for the purpose of intervention, professional development and data collection; support implementation of the BTL curriculum with fidelity; work collaboratively with the Cooperative Extension and other partners such as the Library, Literacy Coalition, School District, to facilitate activities in the classroom, with families, and transition activities with local schools; coordinate the agency's professional development to allow ERF classroom staff to fully participate in professional development provided by BTL coaches and Florida Atlantic University (FAU) and others; allow data collection for evaluation purposes; share data from ongoing assessment of the children (Galileo) and classroom quality from the Classroom Assessment Scoring System (CLASS) and other children or staff information as may be necessary with appropriate ERF staff and evaluators; provide other supports such as additional staff and transportation for field trips and other accommodations as may be necessary for successful implementation of PSS.

Palm Beach County Head Start fully supports this application and thanks you for your kind consideration of this request.

Sincerely,


Carmen A. Nicholas, Ph.D.
Director

CN/pjr



May 18, 2009

U.S. Department of Education
Early Reading First
Washington, D.C.

**Palm Beach County
Library System
Annex**

4639 Lake Worth Road
Lake Worth, FL 33463
(561) 649-5400
FAX: (561) 649-5402
Toll Free: (888) 780-5151
www.pbclibrary.org



**Palm Beach County
Board of County
Commissioners**

Jeff Koons, Chairman
urt Aaronson, Vice Chairman
Karen T. Marcus
Shelley Vana
Mary McCarty
Jess R. Santamaria
Addie L. Greene

County Administrator
Robert Weisman



"An Equal Opportunity
Affirmative Action Employer"

Re: Letter of Support for Early Reading First Application
Submitted by: Palm Beach County Board of County Commissioners
Cooperative Extension Service #S359A090289

The Palm Beach County Library System recommends the Cooperative Extension Service for the Early Reading First Grant.

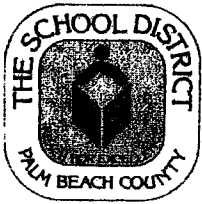
The Palm Beach County Library System is proud of our collaborative efforts and involvement with the Extension Agency over the past 15 years. Together we have provided successful programming and workshops for the families in our community.

With the Early Reading First Grant, the Library System will again be working with the Cooperative Extension Service to help provide a strong literacy foundation for families living in the Glades area of Palm Beach County. Head Start Families will be invited for dinners at the library. At these events, skills to extend language and literacy development in the home will be introduced, library cards will be issued, and staff will demonstrate how to locate and borrow materials. Weekly visits will be encouraged to borrow books and participate in the various special programs offered for children, adults, and families. In addition, a professional with a Masters Degree in Library Science, qualified in children's literature and early childhood development, will mentor the Head Start teachers on story-time techniques to stimulate reading readiness. This librarian will create classroom deposit collections developed to correlate with the skills that the children are mastering and kits aligned with the curriculum for teachers to borrow from the library. These thematic kits will each include 5-8 books, music, fingerplays, and a prop such as a toy or puppet. The Library's bookmobile will visit the Head Start sites to provide additional story times.

Thank you for your consideration of this grant request.

Sincerely,

John J. Callahan, III
Library Director



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

CONSTANCE TUMAN-RUGG, Ed.D.
ASSISTANT SUPERINTENDENT

JEFFREY J. HERNANDEZ
CHIEF ACADEMIC OFFICER

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May 28, 2009

Ms. Audrey Norman, Extension Director
Ms. Maisielin Ross, Family Development Program Leader
Cooperative Extension Service
Palm Beach County Board of Commissioners
559 North Military Trail
West Palm Beach, FL 33415-1311


Dear Ms. Norman and Ms. Ross:

The School District of Palm Beach County is pleased to participate in an innovative effort to improve the reading skills of young children enrolled in three Head Start sites in the Glades area. We are proud to be a part of this collaborative multi-agency effort which harnesses the resources of Florida Atlantic University, the library system, Head Start, and other institutions in support of the development of early and emergent literacy. The creative design that evokes themes of agriculture, food production, green awareness, and cultural identity is very relevant to the Glades area economic and demographic composition.

The School District's role in this Early Reading First project promotes smoother transitions from the three Head Start sites to one of our seven elementary schools in the Glades area and is important to support student success in the early elementary years. We are grateful that, if awarded the grant, you will be able to provide funds for stipends for kindergarten teachers to visit the Head Start sites during the summer and participate in other transition activities.

Best wishes as you complete the grant application. We look forward to hearing of the successful award of these resources to our county's neediest area.

Sincerely,


Jeffrey J. Hernandez
Chief Academic Officer

JJH/CTR/MJS:tnl

Palm Beach County Schools - Rated "A" by the Florida Department of Education - 2005-2008

www.palmbeach.k12.fl.us

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Website: www.literacyabc.org

Leading through Reading

May 19, 2009

US Department of Education
Early Reading First
Washington, DC

RE: Letter of Support for the Early Reading First Grant

To Whom It May Concern:

Serving as Executive Director of the Literacy Coalition of Palm Beach County, I am writing to support the application for the Early Reading First Grant. For several months, a collaborative group of individuals representing strong organizations doing excellent work in early childhood have been meeting to discuss and outline the application for the Early Reading First Grant. These individuals have been truly willing to put the needs of the children first as they have negotiated how best to utilize the strengths of each partner agency to provide the best mix of creative, comprehensive and effective services.

The Literacy Coalition has participated in an Early Reading First project before and we know how valuable the services can be to early childhood sites. The Literacy Coalition has offered to collaborate with the other partners through the facilitation of a Lending Library for parents and children; a Teacher Resource Library; book distributions several times a year to the children; family nights and a Read for the Record event. The Literacy Coalition has many complementary services and expertise that we will be happy to share with the grant and program if funded.

Thank you for your consideration of this proposal. The local partners are genuinely committed to ensuring that the children in the Pahokee/Glades area will be served in an outstanding way through this grant implementation.

Sincerely,

Darlene Kostrub
Executive Director